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AUTHOR Burton, Nancy; And Others
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ABSTRACT

This is Part II of the Seattle Public Schools' School-Based Planning Manual, which is addressed to principals and program managers within the school district. An outgrowth of Project ACCESS, a program designed to assist Seattle schools as they move toward school-based management, the volume contains materials that supplement the planning model presented in Part I. In the first section, district-wide guidelines for school-based planning are given and basic district policies, procedures, and practices are outlined. A district organization chart precedes the guidelines themselves, which fall into five categories: curriculum and instruction, community and governmental relations, human resource administration, business and finance, and evaluation services. The second section contains sample data, which could be used as a model for other districts (Seattle school personnel originally received data specific to their schools in this section of the manual). The data profile students, communities, and school personnel. Suggestions are made for using data, test results, and summary reports for program planning. The final section contains sample planning worksheets. (KH)

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SCHOOL-BASED PLANNING MANUAL

PART II: Supplementary Materials

Seattle Public Schools

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Seattle Public Schools

SCHOOL-BASED PLANNING MANUAL

PART II: Supplementary Materials

In support of Project ACCESS,
a school-based improvement project, funded in part by the Ford Foundation
Ken Seno, Project Coordinator

Manual prepared by
Division of Evaluation Services

R. W. Wilkinson, Jr., Assistant Superintendent
David G. Colwell, Jr., Director, Planning, Research & Evaluation
Susan B. Franklin, Manager, Planning Office

Authors
Nancy Burton, Coordinator Eleanor Toews Dick Birnbaum

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January 1982

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PLANNING WORKSHEETS

INTRODUCTION

Part II of the School-Based Planning Manual contains District-wide guidelines, data specifically descriptive of your school, and suggestions about how to use these and other available data.

District-wide guidelines for school-based planning are presented in the first section. Your school-based improvement plan should be developed with an awareness of these basic District policies, procedures, and practices. These guidelines may aid building administrators and other school community members in identifying areas of administrative flexibility, as well as specific limitations in developing plans.

The second section of Part II contains data specifically descriptive of your school, and suggestions about how to use these and other available data. Different schools may have widely differing information needs as they assess the natures of their student bodies, staffs and the communities which they serve. Information about other available data, and the procedures to follow in requesting them, are also described in the second section.

As with Part I of the School-Based Planning Manual, a loose-leaf binder was selected for Part II in order that the addition, deletion, reproduction, and replacement of materials could be handled with ease.

DISTRICT GUIDELINES

DISTRICT GUIDELINES FOR SCHOOL-BASED PLANNING

PREFACE

The Guidelines for School-Based Planning that follow were prepared by more than twenty-five operating units of the School District in cooperation with the Planning Office.

It has been the intention of the Planning Office to make this guidelines section a readily usable, condensed alternative to the many handbooks, guides, and manuals that describe District policies and procedures. Consequently, representatives of the District's various divisions and departments were asked to prepare brief and pertinent presentations. However, basic guidelines for some units require more detailed treatments than others. Thus, since each jurisdiction of the District's operation was encouraged to exercise free rein in developing useful guidelines, the organization or length varies from one guideline subject to the next.

The two main questions to which each of the District's jurisdictions responded were:

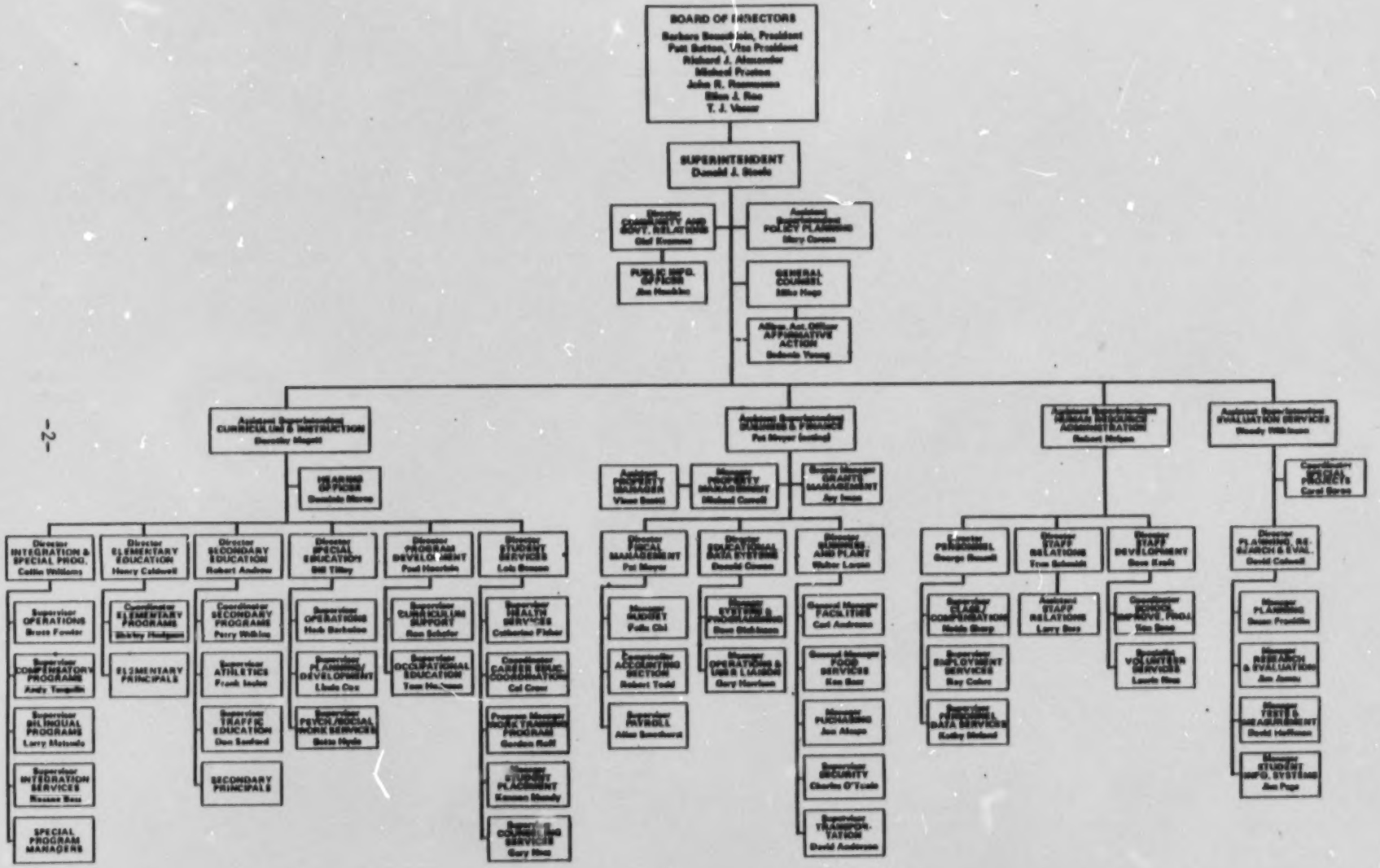
1) What is the basic responsibility of your unit regarding the operation of a school? And,

2) What are the critical guidelines by which you operate? I.e., if a school community were to develop its own management plan, what basic rules would it have to follow, respond to, or seek to have changed?

Although there is considerable variation among the presentations of guidelines, the basic format is consistent. Each guideline begins with the subject area or name of the Distict unit whose guidelines are addressed. Issues or concerns of special note are then identified, if appropriate, usually in a line or two. Then comes the "Basic Guidelines" section in which the specific guidelines, cautions, or statements of responsibility prepared by participating District units are presented. The final section of the standard format is titled, "Whom to Call or What to Read for More Information." This final section is especially important if an element of a developing school-based plan appears likely to conflict with an established District policy or practice.

Lastly, most of the key words descriptive of issues or areas of responsibility have been indexed to aid manual users in quickly locating appropriate references. See page 87 for the Guideline Index.

Seattle School District No.1
ORGANIZATION CHART



January 1982

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DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

THE ELEMENTARY SCHOOL INSTRUCTIONAL PROGRAM

Special Issues or Concerns:

District curriculum has been prepared based on District policies and procedures and state rules and regulations to facilitate consistency and continuity in the instructional programs of the District. The District curriculum must form the basis for instruction in all schools and programs.

Basic Guidelines,
Cautions, or Areas
of Responsibility:

The basic curriculum is designed to take into account the needs, likenesses, diffrences and problems that are characteristic of a pluralistic society in a major urban setting and to prepare students to function successfully. A balanced educational program requires that all subject areas be included in the instructional program. Teaching/learning in many areas is necessary for the development of useful knowledge and skills. Realistic provisions must be made for individual pupils to achieve success and satisfaction in terms of their aptitudes and potentials.

- Priority is to be given to basic skills and understanding in the areas of communication--reading and written composition--and mathematics. These skills are taught directly and also reinforced functionally in relation to content in other subject areas.
- Emphasis must be given to social studies, science, health, music, art, and physical education, and additional experiences in English, language arts, and mathematics.
- Certain themes and emphases such as safety, cultural pluralism, career education and the elimination of stereotyping based on ethnic group, handicap, sex or any other identification are an integral part of the total instructional program.

Bringing about mental growth--increasing ability to think clearly and logically--is a special obligation of schools. This includes the development of problem solving ability, the stimulation of intellectual curiosity, and the encouragement of creativity and original thinking. Students also need to be encouraged to adopt attitudes which benefit themselves and society; knowledge and skills are of limited value unless they are put into a perspective.

Basic Guidelines,
Cautions, or Areas
of Responsibility (Continued)

Time Allotment Guidelines for the Elementary Grades

Introduction

The teachers in each school, under the direction of the principal, who is the instructional leader, determine the specific scheduling and student grouping to be used at that school. Those decisions are based upon the needs of the pupils attending that school and these time allotment guidelines.

The time-allocation percentages listed below may be applied to a daily schedule, a weekly schedule, a monthly schedule or a whole term. Since some subjects may not need to be taught every day, schedules are best planned in terms of longer periods--weeks or months. If a school staff feels that certain subjects should be taught for a time and then alternated with other subjects, the percentages might be applied to a quarter or semester time-allotment plan.

It is understood that many lessons accomplish objectives for more than one subject area and thus it is not actually possible to delineate teaching/learning as precisely as the time allotments below indicate. Certain themes and emphases such as safety, cultural pluralism, and career education/orientation are an integral part of the total progarm.

Time Allotments	Example Applications of % Guidelines		
		Minutes/Week	Minutes/Day
Kindergarten			
*Language/Reading/Literature	30%	225	35-40
Art and Music	20%	150	20-30
Health and Physical Education	15%	110	15-20
Science and Social Studies	15%	110	15-20
*Mathematics	15%	110	15-20
Recess	5%	45	5-10
		750	150

* Some language and number activities should be separate from the work period format

1st Grade			
English Language Arts	18%	295	50-60
Reading	19%	315	55-65
Mathematics	14%	230	40-50
Social Studies	8%	135	25-30
Science	8%	135	25-30
Health	4%	65	10-15
Music	7%	115	20-25
Art	7%	115	20-25
Physical Education	7%	120	20-25
Recess	8%	125	20-30
		1650	330

Basic Guidelines,
Cautions, or Areas
of Responsibility (Continued)

Time Allotments		Example Applications of % Guidelines	
		Minutes/Week	Minutes/Day
2nd and 3rd Grades			
English Language Arts	19%	315	55-65
Reading	15%	245	45-50
Mathematics	15%	245	45-50
Social Studies	10%	165	25-35
Science	10%	165	25-35
Health	4%	70	10-20
Music	6%	100	15-25
Art	6%	100	15-25
Physical Education	7%	120	20-25
Recess	8%	125	20-30
		1650	330
4th, 5th and 6th Grades			
English Language Arts	19%	315	55-65
Reading	13%	220	35-45
Mathematics	16%	260	45-55
Social Studies	12%	195	35-45
Science	10%	165	25-35
Health	3%	50	5-15
Music	5%	85	15-20
Art	6%	100	15-25
Physical Education	8%	135	25-30
Recess	8%	125	20-30
		1650	330

* * * * * * * * *

Elementary School Scheduling Guidelines

1. Length of Student Day
   a. Kindergarten. . . . . 150 minutes (minimum)
   b. Grades 1-6. . . . . 9:10 a.m. - 3:10 p.m. (360 minutes including class change and recess time and 30 minutes lunch time)
   c. Any deviation from the District's starting and dismissal times must be cleared with the Elementary Office.
2. Preparation/Conference/Planning (PCP) time staffing must be provided for each teacher according to the terms of the collective bargaining agreement.

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Basic Guidelines,
Cautions, or Areas
of Responsibility (Continued):

Each school district shall make available to students in Kindergarten at least a total program offering of four hundred fifty hours. The program shall include reading, arithmetic, language skills and such other subjects and such activities as the school district shall determine to be appropriate for the education of the school district's students enrolled in such program;

Each school district shall make available to students in grades one through three, at least a total program hour offering of two thousand seven hundred hours. A minimum of ninety-five percent of the total program hour offerings shall be in the basic skills area of reading/language arts (which may include foreign languages), mathematics, social studies, science, music, art, health and physical education. The remaining five percent of the total program hour offerings may include such subjects and activities as the school district shall determine to be appropriate for the education of the school district's students in such grades;

Each school district shall make available to students in grades four through six at least a total program hour offering of two thousand nine hundred seventy hours. A minimum of ninety percent of the total program hour offerings shall be in the basic skills areas of reading/language arts (which may include foreign languages), mathematics, social studies, science, music, art, health and physical education. The remaining ten percent of the total program hour offerings may include such subjects and activities as the school district shall determine to be appropriate for the education of the school district's students in such grades;

FROM: Washington Basic Education Act
(Amended 1979)

Whom to Call or What to Read for More Information:

Curriculum Summaries for Grades K-6; Student Learning Objective Bulletin, K-6

Ron Schafer, Curriculum Support, 587-3490
Curriculum Specialists: Refer to Curriculum Support Guidelines
Paul Hoerlein, Program Development, 587-3420
Henry Caldwell, Director, Elementary Education, 587-4222

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

THE MIDDLE SCHOOL INSTRUCTIONAL PROGRAM

Special Issues or Concerns:

District curriculum has been prepared based on District policies and procedures and state rules and regulations to facilitate consistency and continuity in the instructional programs of the District. The District curriculum must form the basis for instruction in all District schools and programs.

Basic Guidelines, Cautions, or Areas of Responsibility:

INTRODUCTION

Seattle Middle Schools are designed to meet the special needs of early adolescents. Middle School programs provide students:

1. Intensive instruction in the basic skills
2. Opportunities to develop skills necessary for full development of self and participation in society
3. Opportunities to explore new areas of knowledge, skills and personal development
4. A gradual and personalized transition from the self-contained elementary school to the departmentalized high school.

STUDENT CHARACTERISTICS

The preadolescent period of child growth and development can best be characterized as a period of change and variation. Maturational changes during this period stimulate extensive physical, social, emotional and intellectual changes.

These students display a wide variation in physical growth. Some fairly common characteristics include restlessness, poor coordination, variance in energy levels from day to day, sexual maturation, rapid change in appearance.

Intellectual characteristics include increased intellectual power and sophistication, heightened curiosity, short attention spans and greater distractability, interests in the real, practical world as opposed to conceptual or historical areas, a value system in jeopardy.

Socially, the preadolescent is profoundly influenced by his/her peers, skeptical of adults, seeking independence and autonomy, more sophisticated than his/her counterpart of ten years ago, less sensitive to feelings of others, crossing the barrier from childhood to adulthood.

Basic Guidelines,
Cautions, or Areas
of Responsibility (Continued):

In the emotional realm, students of this period are searching for self-identity, are dealing with the impacts of puberty and the appearance of new erotic sensations, possess extreme idealism, have exceptionally turbulent emotions.

"This can be an anxiety fraught period for young people, and it goes without saying that this can also be a trying period for the adults who live and work with them. The interest and attention span of students in this age group vacillate dramatically, and there is both a desire and need to move around and participate in action-oriented or 'hands-on' activities. Students are very aware of peer interests, modes of dress, grooming, and the like. They frequently challenge the authority of their parents and teachers, and constantly want to know 'why' something is the way it is. Learning rates are not constant, but rather proceed sporadically and unpredictably. Students may act in a mature, resposible manner at one time and then revert to childish, immature behavior soon afterward. They often feel a need for discipline and direction, and yet they also will struggle and seek freedom and independence. They are innately curious, but they are alternatively very easy and very difficult to motivate."[1]

CURRICULUM

The middle school curriculum should provide for the development of students' (1) academic skills - reading, writing, listening, speaking, computing; (2) learning skills - problem-solving, decision-making, critical-thinking, researching; (3) personal development skills - developing self-discipline and social responsibility. Additional curricular emphases should include the acquisition of information and concepts and involvement in a broad range of exploratory experiences.

[1] On the Threshold of Adulthood: A Statement on Schools in the Middle and Students They Serve. NASSP, pp. 1 and 2

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Basic Guidelines,
Cautions, or Areas
of Responsibility (Continued):

Specific program elements include:

	Features	Implementation
1.	Interdisciplinary Teacher Teams (LA, SS, MA and/or Sci) at least 3 periods - common prep periods	September 1981 - all schools
2.	Packages of quarter-length exploratory courses - to include Art, Home Ec., Ind. Arts, Music	September 1982 - all schools September 1981 - 9 schools
3.	Foreign Language offered at 7th and 8th grades - core languages: French, Spanish	September 1981 - all schools except Washington (French only)
4.	Reading - developmental reading instruction as part of the basic program	To be developed during 1981-82 for implementation 1982-83
5.	Health - 7th grade Health Ed. program required	To be developed during 1981-82
6.	Physical Education	Implement during 1981-82
7.	Multicultural and career awareness emphases	Implement during 1981-82
8.	Differentiated program for Gifted and Talented	May not be used in every school
9.	Activities	Implement during 1981-82
10.	Remediation	Implement during 1981-82
11.	Seven period Day - to allow inclusion of required Health and Reading programs	Implementation in 1982-83 or as soon as feasible thereafter.
12.	Coordinated school-wide emphases on skills of reading, writing, research	To be developed during 1981-82

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Basic Guidelines,
Cautions, or Areas
of Responsibility (Continued):

13. Advisory Program	Developmental at 4 schools - 1981-82
14. Comprehensive Counseling and Guidance Program	Implement during 1981-82
15. Standard progress reporting and records system	September 1981 - all schools
16. Standard Promotion/Retention Policy	Implement during 1981-82

Scheduling Guidelines

Schools are staffed to provide this general program. Some students' actual programs may vary from this pattern.

	6th Grade	7th Grade	8th Grade
English Language Arts	all year	all year	all year
Reading	Minimum 1 Semseter	1 semester offering	
Social Studies	Eastern Hemisphere	U.S. History	Wash. State[1] World Geog.
Mathematics	all year	all year	all year
Science	1 semester	1 semester	1 semester
Health		1 - 7th Grade course beginning 1982	
Physical Education		See [2] below	
Music	exploratory program	exploratory/elective program	
Art	exploratory program	exploratory/elective program	
Occupational Ed[3]	exploratory program	exploratory/elective program	
Foreign Language	exploratory program	exploratory/elective program	

Basic Guidelines,
Cautions, or Areas
of Responsibility (Continued):

Each school district shall make available to students in grades four through six at least a total program hour offering of two thousand nine hundred seventy hours. A minimum of ninety percent of the total program hour offerings shall be in the basic skills areas of reading/language arts (which may include foreign languages), mathematics, social studies, science, music, art, health, and physical education. The remaining ten percent of the total program hour offerings may include such subjects and activities as the school district shall determine to be appropriate for the education of the school district's students in such grades:

Each school district shall make available to students in grades seven through eight, at least a total program hour offering of one thousand nine hundred eighty hours. A minimum of eighty-five percent of the total program hour offerings shall be in the basic skills areas of reading/language arts, (which may include foreign languages), mathematics, social studies, science, music, art, health, and physical education. A minimum of ten percent of the total progam hour offerings shall be in the area of work skills. The remaining five percent of the total program hour offerings may include such subjects and activities as the school district shall determine to be appropriate for the education of the school district's students in such grades:
(FROM: Washington Basic Education Act, Amended 1979)

[1] The study of Washington State history and government required by State Law for high school graduation is covered at the eighth grade in the Seattle Public Schools course of study.

[2] RCW 28A.05.030 Physical Education in grades one through eight. For periods averaging at least twenty minutes in each school day, every pupil attending grades one through eight of the public schools shall receive instruction in such courses of physical education as prescribed by rule or regulation of the State Board of Education: Provided, that individual pupils or students may be excused on account of physical disability, religious belief or participation in directed athletics.

[3] Occupational Education includes, but is not limited to, Home Economics, Industrial Arts, and Career Education.

Interdisciplinary Teaming

An interdisciplinary team is a group of teachers with expertise in different subject areas who provide instruction to a common group of students.

Basic Guidelines,
Cautions, or Areas
of Responsibility (Continued):

The students' transition from self-contained elementary school to departmentalized high school is facilitated by the interdisciplinary team organization. Even though they receive instruction from several subject matter specialists, students retain an identity with a specific group of peers and a home base for half or more of the school day. Thus, for most of the school day, students learn in a setting where the expectations, standards, and procedures are similar - an excellent transition from the more self-contained classroom situation in elementary schools.

Some of the specific advantages of the interdisciplinary team organization are:

1. Interdisciplinary teaming promotes communication, coordination, and cooperation among subject matter specialists for the benefit of students. Teachers can better understand individual differences in students when more than one person is making observations and evaluations and, therefore, can "cope" with those differences more effectively; discipline problems are more easily handled; guidance for the student is discussed among team members. The team approach enables members of the team to develop a systematic and consistent approach to helping the students.
2. When couples with block-of-time scheduling, teaming allows teachers greater flexibility in scheduling. Individual teams may arrange time and period schedules without interference with the overall school schedule to accommodate large and small group instruction, remedial work, independent study, field trips, guest speakers, films, etc.
3. Students are able to identify themselves with a smaller group within a school.
4. The instructional program in several subjects can be coordinated so that students relate one subject to another leading to interdisciplinary unity and greater breadth of understanding.
5. Parent conferences can be arranged by the guidance counselor or team leader for times when all the student's academic teachers are available.
6. Common planning time can lead to more creativity in teaching approaches and to consistency in teaching strategies.
7. An interdisciplinary team scheduling arrangement promotes the professional growth of teachers by encouraging the exchange of ideas among team leaders. Both experienced and beginning teachers should find this useful.

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Basic Guidelines,
Cautions, or Areas
of Responsibility (Continued):

GLOSSARY

Block-of-Time Schedule	A period of time in the school schedule during which one teacher or a team of teachers instruct a group of students in two or more subject areas; on any given day, the teacher or team can determine the relative amount of time to be devoted to each subject based on student's needs and/or type of activities planned.
Core on Fused Curriculum	Two or more subjects, such as Language Arts and Social Studies, are integrated usually via a theme, problem, or topic.
Exploratory Program	Short introductory courses in areas such as Art, Foreign Language, Home Economics, Industrial Arts and Music, which introduce students to the subject and provide them with a basis for selecting elective classes in the future.
Interdisciplinary Team	Teachers from two or more subject areas who plan and conduct lessons for a group of students; generally, these teachers have a common planning time during the daily schedule.
Middle School	A school for early adolescents which serves as a transition from elementary to high school; may include grades 6-8 or 7-8.
Self-Contained Classroom	Students are assigned to one teacher in one location for most of the school day.

Whom to Call or What to Read for More Information:

Catalog of Secondary Courses; Secondary Course Summaries; and Student Learning Objective Bulletins, 7-12
Ron Schafer, Curriculum Support, 587-3490
Curriculum Specialists, refer to Curriculum Support Guidelines
Paul Hoerlein, Program Development, 587-4320
Robert Andrew, Director, Secondary Education, 587-3428
Tom Hodgson, Occupational Education, 587-4280

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

THE HIGH SCHOOL INSTRUCTIONAL PROGRAM

Special Issues or Concerns:

District curriculum has been prepared based on District policies and procedures and state rules and regulations to facilitate consistency and continuity in the instructional programs of the District. The District curriculum must form the basis for instruction in all District schools and programs

Basic Guidelines,
Cautions, or Areas
of Responsibility:

A comprehensive high school offers courses that prepare students for admission to college and courses that prepare students for immediate employment after high school graduation. In addition, special programs or options are offered at some schools.

Each special program has great importance for a certain number of students. It would not be possible to have enough special programs in every school to meet the needs of students in the school. However, the needs are met by strategically locating programs in various schools and making each program accessible to students from other schools.

Comprehensiveness is a noteworthy development of the American public education system. It presumes that students from various backgrounds, with different interests, and with unequal capabilities can attend school together. A comprehensive school provides course offerings, facilities, and staff that attempt to meet the full range of student needs. It provides an opportunity for individual students to see what other parts of our society are like and points out the common ground that makes our society one society. It serves a local community, and it serves the larger society.

A system of comprehensive schools places students in schools that have diverse populations that provide contact with peers who have many kinds of aspirations, skills, and talents and allows them to select programs leading to jobs and to admission to institutions of higher education.

Each of Seattle's high schools offers a comprehensive program to provide a general education for students. The Catalog of Secondary School Subjects is a master list of courses from which schools select the courses they offer; selection is made on the basis of student needs and interest, high school graduation requirements, and staff and

Basic Guidelines,
Cautions, or Areas
of Responsibility (Continued):

facility resources. The current District requirements for high school graduation are:

Subject Area	Number of Credits
English Language Arts	9.0
Social Studies	9.0
Mathematics	4.5
Science	3.0
Occupational Education	4.5
Physical Education	6.0
Health	1.5
Specified Senior electives (from a list)	3.0
Unspecified electives	19.5
TOTAL	60.0

Students are encouraged to fulfill more than minimum requirements and to benefit as much as possible from the high school program of studies. In addition to earning a minimum number of credits, four full years of attendance (grades 9-12) are normally required for graduation.

High School Scheduling Guidelines

1. Classes are to be distributed over a six-period day. Each student should be offered a program of 360 minutes (6 periods) including class-changing time. Early dismissals and late arrivals may be granted on an individual basis.
2. Any deviation from the schedule guidelines in #1 above must be cleared with the Secondary Office.
3. The program should consist of offerings that fulfill the District graduation requirements, facilitate development and maintenance of minimum competencies, and meet the program provisions of The Washington Basic Education Act.
4. Elective courses should reflect the needs and interest of the student population.

* * * * *

Each school district shall make available to students in grades nine through twelve at least a total program hour offering of four thousand three hundred twenty hours. A minimum of sixty percent of the total program hour offerings shall be in the basic skills areas of language arts, foreign language, mathematics, social studies, science, music, art, health, and physical education. A minimum of twenty percent of the total program hour offerings shall be in the area of work skills. The remaining twenty percent of the total program hour offerings may include

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Basic Guidelines,
Cautions, or Areas
of Responsibility (Continued):

traffic safety or such subjects and activities as the school district shall determine to be appropriate for the education of the school district's students in such grades, with not less than one-half thereof in basic skills and/or work skills: PROVIDED, That each school district shall have the option of including grade nine within the program hour offering requirements of grades seven and eight so long as such requirements for grades seven through nine are increased to two thousand nine hundred seventy hours and such requirements for grades ten through twelve are decreased to three thousand two hundred forty hours.

In order to provide flexibility to the local school district in the setting of their curricula, and in order to maintain the intent of this legislation, which is to stress the instruction of basic skills and work skills, any local school district may establish minimum course mix percentages that deviate by up to five percentage points above or below those minimums required by subsection (2) of this section, so long as the total program hour requirement is still met.

FROM: Washington Basic Education Act (amended 1979)

Whom to Call or What to Read for More Information:

Catalog of Secondary Courses; Secondary Course Summaries; Student Learning Objective Bulletins, 7-12

Ron Schafer, Curriculum Support, 587-3490
Curriculum Specialists: refer to Curriculum Support Guidelines
Paul Hoerlein, Program Development, 587-3420
Robert Andrew, Director, Secondary Education, 587-3428
Tom Hodgson, Vocational Program Information, 587-4280

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

ELEMENTARY & SECONDARY EDUCATION DIRECTORS

Special Issues or Concerns:

Basic Guidelines,
Cautions, or Areas
of Responsibility:

The offices of the Directors of Elementary and Secondary Education are responsible for the efficient coordination of all regular elementary and secondary school programs and services throughout the District. These offices perform central liason and communications roles between elementary, middle, and high schools, and central administration and support services.

Whom to Call or What to Read for More Information:

Henry Caldwell, Director, Elementary Education, 587-4222
Shirley Hodgson, Coordinator, Elementary Programs, 587-3402

Robert Andrew, Director, Secondary Education, 587-3428
Perry Wilkins, Coordinator, Secondary Programs, 587-3404

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

STUDENT SERVICES

Services:

Psychological/Social Work Services, Health Services, Counseling Services, Career Education, Student Placement, Work Training Program

Basic Guidelines,
Cautions, or Areas
of Responsibility:

Psychological/Social Work Services:

Diagnostic assessment and feedback, determination of qualification for some programs, including mandated Special Education procedures, limited intervention and follow-up.

Health Services (School Nurses):

Required vision, hearing, height, weight, for grades K, 1, 2, 3, 5, 7, 10. Some follow-up on special problems.

Counseling Services (Secondary only):

Implements required guidance/counseling program planning, monitors implementation of comprehensive guidance objectives.

Career Education:

Maintains high school career resource centers, assists in development of experiential activities, assists with career materials for classroom use.

Student Placement:

Processes and approves/disapproves requests for transfers related to option selection according to desegregation guidelines, daycare, hardship, etc.; monitors Students Rights and Responsibilities related to long-term suspensions and expulsions; provides information related to both areas.

Work Training Program:

Assists low-income youth, 15-21, seek private sector employment, provides job readiness skills as needed.

Whom to Call or What to Read for More Information:

Bette Hyde	Psychological/Social Work Services	587-6353
Cathy Fisher	Health Services	587-4204
Gary Ness	Counseling Services	587-6353
Calvin Crow	Career Education	587-4350
Kennon Mundy	Student Placement	587-4208
Gordon Roff	Work Training Program	587-6336

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

SPECIAL EDUCATION

Special Issues or Concerns:

1. Referral
2. Placement
3. Individual Educational Plan (IEP)
4. Instructional Program and Curriculum
5. Career/Vocational Planning
6. Assessment of Learning
7. Reports to Parents
8. Professional Growth
9. Special Concerns: Discipline, Student Promotion, Staffing, Texts and Materials, In-Service Training, and Staff Development

Basic Guidelines, Cautions, or Areas of Responsibility:

1. Implementation of the philosophical statement of the Department of Special Education as stated in the introductory pages of the Administrative Handbook for Special Education.

2. Compliance with WAC 392-171 and PL 94-142 (included in Administrative Handbook for Special Education). The most common areas for direct building interaction follow:

   a) Attendance at IEP review meetings (392-171-456(8)).
   b) Provision of school experiences with nonhandicapped students to the maximum extent appropriate (392-171-471).
   c) Arrangements for home/hospital instructions (392-171-486). Also see the district memorandum from Dr. Magee (12/16/80) concerning home/hospital instruction.

3. Compliance with Section 504 of the Vocational Rehabilitation Act of 1953:

   a) Compliance with disciplinary procedures as listed in Statement of Rights and Responsibilities.
   b) Provision of access to buildings and building programs to the handicapped. Normally this will include physical access (for the physically handicapped) and/or instructional aides/aids for the secondary handicapped (brailled or large print materials for the blind or interpreters for the deaf).

4. Compliance with the district-wide assessment procedures for special education as described in the memorandum to Special Education Principals/Program Mangers (Reference No. 875, dated 8/19/81).

Basic Guidelines,
Cautions, or Areas
of Responsibility (Continued):

5. Coordination with the district curriculum which serves as the base for all instructional programs as explained in the memorandum to staff (Reference No. 616, dated 5/27/81).

Whom to Call or What to Read for More Information:

Special Education building consultants are available to assist building level teams at each school. The Administrative Handbook for Special Education is the basic reference document.

A draft of the service delivery document to provide a full continuum of services at the building level for handicapped students is available through the Special Education consultants.

Frances Stephens, Supervisor	Elementary Mildly Handicapped Program	587-3464
Victoria Foreman, Supervisor	Secondary Mildly Handicapped Program	587-5114
Gary Hammons, Supervisor	Sensory, Moderately and Severely Handicapped Program	587-5547
Kathleen Pendergast, Supervisor	Language, Speech and Hearing Services	587-3430
Kathleen Branagan, Supervisor	Career/Vocational Education	587-6310
Sally Lorenz, Inservice Specialist		587-6310
Dan Peterson, Parent Training Specialist		587-6315

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

BILINGUAL EDUCATION

Special Issues or Concerns:

All issues related to limited English speaking students (Bilingual).

Basic Guidelines,
Cautions, or Areas
of Responsibility:

The Bilingual Programs Office provides supportive services and instruction:

Support

All bilingual students must be registered by the Bilingual Programs Office so that they are assessed (for English fluency), assigned to proper programs, provided transportation, and home student contact.

The Bilingual Office provides inservice for teachers who need assistance.

Instruction

Newcomer programs (school within a school) address the needs of bilingual students who have little or no past schooling.

Regular bilingual centers (also within schools) serve students up to grade level in their home languages.

Sharples Orientation Center (a separate school) provides a grade 1-12 program for students who enter after the semester has begun.

Whom to Call or What to Read for More Information:

Bilingual Policy Matters	- Lawrence Matsuda 587-5688/6408/6452 Supervisor, Bilingual Programs
Elementary Programs	- Nancy Chin 587-5688 Asst. Supervisor, Manager Elementary Bilingual Programs
Secondary Programs	- Bebette Cazelais 587-5682 Manager, ESL Special Services Manager, Secondary Bilingual Programs

Whom to Call or What to Read for More Information (Continued):

Title VII ESEA (Bilingual) Title IV	- Janet Lu 587-6370 Program Manager, Title VII, Title IV
Resource Teachers	- Kim Van Luu 587-6370 Lily Woo
Resource Aides	- Huon Kong 587-6370 Somsy Vongsakdy
Teacher Trainers	- Vern Hild, Elementary 587-5682 Venus Placer-Barber, Secondary
Bilingual Student Placement	- Vicki Raider, 587-3437 Supervising Teacher
Work Training Demonstration Project	- Sharon Chew 587-5070/5688
Psychological/Academic Testing	- Joanne Mehus 587-6371 Psychologist (Part-time Bilingual Programs)
Library & Materials Center Sharples	- Fred Esch 587-4285
Bilingual Student Services Assistants	- Cambodian-Sangto Kim 587-[illegible]7/3545 Chinese-Shu Yun Liu Korean-Kay Mullins Laotian-Amphone Thepvongsa Pilipino-Paula Frial Samoan-Paul Patu Spanish-Nohra Giraldo Vietnamese-Hiep Nguyen

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

COMPENSATORY EDUCATION

Special Issues or Concerns:

Special remedial consideration for students scoring below grade level in reading and mathematics

Basic Guidelines,
Cautions, or Areas
of Responsibility:

Target Population

The traditional target populations for these Compensatory Education services have been underachieving students (lower three stanines) who are educationally disadvantaged and underachieving fluency C-E students who typically are not served in the bilingual and special education programs.

Estimate Number

A percentage range below to approximate a number for the building are given below:

Grades	1-6	12-18%
	7-8	16-24%
	9-12	16-18%

This percentage will vary depending on student mobility, minority and limited English-speaking student concentrations, poverty, etc.

Service Considerations

There appears to be a direct relationship between the performance of these students and the overall general performance of the school as a whole as measured through our achievement tests (reading and math portions).

These students benefit from direct instruction that is focused on their individual skill deficiences meshed with holistic instructional strategies. This means that with such students, skill weaknesses are best approached from a variety of techniques rather than through a single method. Programs incorporating a diversity of strategies lengthen a child's time to practice skills in other subject areas that are provided throughout the day.

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Basic Guidelines,
Cautions, or Areas
of Resposibility (Continued):

Instructional Models

Instruction can be provided through individual tutoring or small group lessons. Such instruction can be provided by lay people (peer or adults) in the case of tutoring, regular teachers, or specialized remedial personnel. Instruction can take place inside or outside the classroom. Specialized personnel can provide direct instruction or function to provide technical support to help teachers in working with these youngsters in a number of areas: use of the basal reader in remedial, use of supplementary materials, diagnosis prescription, model instructional remedial strategies, update on current trends and educational packages (such as validated programs).

Any combination of the above is possible--it largely depends on the philosophy of the principal; and the magnitude of student needs; and the capability of the staff to handle the need(s) at the local building level. Computer-assisted instruction (CAI) can be incorporated into any of the above strategies within the control of the teachers. The cost of services will vary with the instructional approaches adopted.

District-wide Plea

Every building-based program must incorporate into its instructional philosophy services to disadvantaged students, and a conscious attempt must be made to provide the assistance they need in order for them to overcome their educational handicaps.

An equally important consideration is that while an individual building must have some autonomy in creative educational planning and instructional delivery, the collection of individual building-based programs must be sufficiently standardized so that youngsters transferring between schools will not be inordinately impacted.

Whom to Call or What to Read for More Information:

Elaine Aoki - 587-6422
Ernestene Given - 587-6422
Sonja Hampton - 587-6422
Andres Tangalin - 587-6422

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

INTERCULTURAL CONFLICT MANAGEMENT AND INTERVENTION

Special Issues or Concerns:

The Integration Services Department provides the essential intercultural education program for the District with the over-all goal of improving the academic and social environments of Seattle's schools. Working specifically with students, staff and communities in promoting and supporting a quality, integrated education, the program's main emphasis is in the area of intercultural conflict management.

Basic Guidelines,
Cautions, or Areas
of Responsibility:

The following services to schools are available from the Integration Services Department:

INTERCULTURAL CONFLICT INTERVENTION (Technical Services):

- District-wide Network of Trained Conflict Interveners
- Conflict Response
- Conflict Mediation/Resolution
- School Climate Surveys
- Building-Based Crisis Contingency Planning
- Rumor and Information Center

INTERCULTURAL CONFLICT PREVENTION (Instructional Services):

- Intercultural Training
  - Building-Based Student Workshops
  - Building-Based Staff Workshops
  - District-wide 32-hour Workshops
  - Conflict Management Workshops for District Personnel
- Long-term School Involvement (training module)
- Classroom Intercultural Curriculum (follow-up and maintenance services)

Whom to Call or What to Read for More Information:

For more information contact Roscoe Bass at 587-3475

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

PROGRAM DEVELOPMENT DEPARTMENT

Special Issues or Concerns:

Services for Audio Visual, Curriculum Support*, Gifted and Talented, Library Media, Minimum Competencies, and Occupational Education*.

Basic Guidelines,
Cautions, or Areas
of Responsibility:

Responsible department for managing curriculum development and supervision, audio visual services, library media services, gifted and talented identification and program development, and minimum competencies program according to District policies and procedures and state rules and regulations.

Whom to Call or What to Read for More Information:

Paul Hoerlein, Director, Program Development, Minimum Competencies, 587-3420
Tony Nogales, Specialist, Audio Visual, 587-4200
Ron Schafer, Supervisor, Curriculum Support*, 587-3490
Patricia Eisenhauer, Supervising Teacher, Gifted and Talented, 587-4319
Marilyn Christie, Specialist, Library Media, 587-5020
Tom Hodgson, Supervisor, Occupational Education*, 587-4280

* See separate pages on these offices

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

OCCUPATIONAL EDUCATION SECTION

Special Issues or Concerns:

Curriculum services for Business Education, Distributive Education, Home Economics, Industrial Arts, Trade & Industrial Education, Agriculture

Basic Guidelines, Cautions, or Areas of Responsibility:

Responsible for managing the process of development and adoption of curriculum in the above areas, adopting textual materials, approving the acquisition and maintenance of appropriate instructional materials and equipment, monitoring expenditures of department budgets, and implementing the Student Learning Objectives program according to District policy and procedures and state rules and regulations.

Unit provides leadership for implementation and evaluation of curriculum through staff development, consultant services, and curriculum supervision.

Whom to Call or What to Read for More Information:

Tom Hodgson, Supervisor, Occupational Education/Industrial Arts/T & I, 587-4280

Sandra Nyberg, Specialist, Home Economics, 587-4292

Linda Thompson, Specialist, Business Education/Distributive Education, 587-4290

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

VOCATIONAL EDUCATION SECTION

Special Issues or Concerns:

Curriculum services for Business Education, Distributive Education, Home Economics, Industrial Arts, Trade & Industrial Education, Agriculture.

Basic Guidelines, Cautions, or Areas of Responsibility:

Unit responsible for managing the process of development and adoption of vocational programs and securing vocational certification of instructors in the above areas. The process includes endorsement of local advisory committees and meeting specific criteria as established by the State Office of Vocational Education (SPI).

Vocational programs must be proposed in the District-wide Plan for Vocational Education prior to implementation and in accordance with established timelines.

Whom to Call or What to Read for More Information:

Tom Hodgson, Supervisor, Occupational Education/Industrial Arts/T&I, 587-4280

Sandra Nyberg, Specialist, Home Economics, 587-4292

Linda Thompson, Specialist, Business & Distributive Education, 587-4290

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

CURRICULUM SUPPORT SECTION

Special Issues or Concerns:

Curriculum services for Arts (Music and Art), English, Foreign Language, Health and Safety, Mathematics, Physical Education, Reading, Science, and Social Studies. Includes Teacher Resource Center, Curriculum Distribution Center, and C & I Helping Teachers.

Basic Guidelines, Cautions, or Areas of Responsibility:

Responsible unit for managing the process of development and adoption of curriculum in above areas, adoption of textual materials, and implementation of the Student Learning Objectives program according to District policy and procedures and state rules and regulations.

Provides leadership for implementation and evaluation of curriculum through staff development, consultant services, and curriculum supervision.

Whom to Call or What to Read for More Information:

Ron Schafer, Supervisor, Curriculum Support, 587-3490
Ray Thompson, Specialist, Arts, 587-4240
Robert Mahan, Specialist, English Language Arts, 587-5042
Paul McRill, Specialist, Foreign Language, 587-5537
Patricia Sander, Consultant, Health, 587-5562
Wayne Peterson, Specialist, Mathematics, 587-5500
Lowell Turner, Specialist, Physical Education, 587-5562
Sharon Toda, Elementary Reading Consultant, 1981-82, 587-5042
Laura Dyvad, Secondary Reading Consultant, 1981-82, 587-5537
Robert Wright, Specialist, Science, 587-6367
Patricia Cygan, Specialist, Social Studies, 587-6344

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

PUBLIC INFORMATION

Special Issues or Concerns:

Press Releases, visits by TV, Radio or Newspaper Reporters, Soliciting Community Newspaper or other media coverage.

Basic Guidelines,
Cautions, or Areas
of Responsibility:

No special authorization is required for a school to initiate contact with the media, or respond to press inquiries. On the contrary, schools are encouraged to build relationships with the media--especially the local community press. The Public Information Office does, however, appreciate being advised of press contact.

The Public Information Office is available to provide assistance to individual schools in promoting specific events, responding to media inquiries, or developing a public relations program.

Exception:

In the event that extraordinary conditions develop (such as a labor dispute, civil disruptions, etc.), schools may receive a special directive from the Public Information Office or Central Administration regarding guidelines for contact with the working press.

Whom to Call or What to Read for More Information:

Jim Hawkins, Public Information Office, 587-5130

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

INTERGOVERNMENTAL RELATIONS

Special Issues or Concerns:

Substantive contact with other governmental jurisdictions

Basic Guidelines,
Cautions, or Areas
of Responsibility:

In the event that a school-based plan calls for significant new involvement with a non-School District agency or other governmental jurisdiction, contact Olaf Kvamme of the District's Office of Community and Governmental Relations.

Whom to Call or What to Read for More Information:

Olaf Kvamme, Director, Office of Community and Governmental Relations
587-3406

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

AFFIRMATIVE ACTION

Special Issues or Concerns:

Basic Guidelines,
Cautions, or Areas
of Responsibility:

The Affirmative Action Office is charged with the responsibility of administering and monitoring the District's Affirmative Action Program. The major role of the Affirmative Action Office is to assure that all administrative departments, management divisions, schools, special programs and every level of the District's operations comply with State and Federal regulations that prohibit discrimination in educational programs and employment.

FEDERAL LAW:

Fourteenth Amendment, United States Constitution (Section 1):

"...No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."...

Section 1983, Civil Rights Act of 1871

Title VI - Civil Rights Act of 1964:

Prohibits discrimination based on race, color, or national origin in all programs or activities which receive federal financial aid.

Title VII - Civil Rights Act of 1964 (as amended):

Prohibits discrimination because of race, color, religion, sex or national origin, in all employment practices, including hiring, firing, promotion, compensation and other terms, privileges and conditions of employment.

Basic Guidelines,
Cautions, or Areas
of Responsibility (Continued):

Title IX of the Education Amendments of 1972:

Prohibits discrimination as it applies to public school employment, counseling and guidance services to students, recreational and athletic activities for students, access to course offerings, and in textbook and instructional materials used by students.

Equal Pay Act of 1963:

Requires all employers subject to the Fair Labor Standards Act (FLSA) to provide equal pay for men and women performing similar work.

Section 504 of the Rehabilitation Act of 1973:

States that, "No otherwise qualified handicapped individual... shall, solely by the reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance.

Age Discrimination in Employment Act of 1967, as amended,
Age Discrimination Act of 1975:

States that, "It shall be unlawful for an employer to... discriminate against any individual with respect to his/her... employment, because of such individual's age."

STATE LAW

Washington Administrative Code Chapter 162-16-020 Employment:

It is an unfair practice for any employer to refuse to hire any person because of such person's age, sex, marital status, race, creed, color, national origin, or the presence of a sensory, mental or physical handicap, unless based upon a bona fide occupational qualification: PROVIDED, "that the prohibition against discrimination because of such handicap shall not apply if the particular disability prevents the proper performance of the particular worker involved."

Chapter 28A.13 Special Education - Division for Handicapped Children:

It is the purpose of this chapter to ensure that all handicapped children as defined in RCW 28.13.010 shall have the opportunity for an appropriate education at public expense as guaranteed to them by the Constitution of this State.

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Basic Guidelines,
Cautions, or Areas
of Responsibility (Continued):

Chapter 392-190 Equal Education Opportunity - Sex Discrimination Prohibited:

This chapter establishes rules and regulations which implement Chapter 28A.85 Revised Code of washington. The referenced enactment prohibits discrimination on the basis of sex in grades K-12 in Washington Public Schools.

Whom to Call or What to Read for More Information:

Sedonia Young, Affirmative Action Officer, 587-5517

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

LABOR AGREEMENTS/CONTRACTS

Special Issues or Concerns:

Basic Guidelines,
Cautions, or Areas
of Responsibility:

Specially pertinent to the development of school-based plans is Article VI, Section Q of the 1980-82 Collective Bargaining Contract between the Seattle Public Schools and the Seattle Teachers Association:

"SECTION Q: Instructional Councils, Cabinets, or Faculty Representatives

1. Instructional Councils, Cabinets, or other faculty representative organizations in instructional settings are considered an appropriate means to encourage staff involvement in providing leadership in the development, implementation, and evaluation of instructional stragegies. In non-instructional settings where staff meetings are held, support personnel may place appropriate items on the agenda of their staff meetings.
2. The faculty representative organizations shall make recommendations to the building principals/program managers in the following areas:
   a. Goals, objectives, and standards in instruction and conduct.
   b. Program development, implementation, and program evaluation.
   c. Scheduling and allocation of personnel.
   d. Budget allocations.
   e. An instructional program that is based upon input from local citizen groups, academic sources, District philosophy, and consistent with District goals.
3. The recommendations of the faculty representative organization within an instructional setting shall become the accepted rules, regulations, and procedures for that building upon approval of the building principal/program manager.
   a. The building principal/program manager shall respond in writing to all written recommendations of the faculty representative organization in meetings with that organization.
   b. The faculty representative organization shall use established administrative channels of the building when recommending changes in existing rules, regulations, and procedures.
4. Membership in the faculty representative organization shall be determined at the building level through consultation between the

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Basic Guidelines,
Cautions, or Areas
of Responsibility (Continued):

faculty and building administration. Membership in the faculty representative organization at the secondary levels shall include as a minimum the following: curricular department heads or team leaders, [illegible] counselor, head librarian, at least one (1) representative of Special Programs and/or Special Education at the building level, and the building principal/program manger or his/her designee. At least one (1) member of the faculty representative organization shall be an ethnic minority person.

5. In providing orderly procedures for the introductin and evaluation of building level experimental and innovative programs in instructional settings, the faculty representative organization shall be utilized and shall prepare recommendations for implementation and evaluation. In making such recommendations, the faculty representative organization shall ensure that the building staff has participated during the planning and development of this program. The evaluation of such a program shall determine the effectiveness of the program.
6. Officers of the faculty representative organization shall be selected by members of the organization.
7. The faculty representative organization shall meet during the employee work day."

Below you will find most job titles associated with normal school operation and covered by negotiated agreements under which terms and conditions of employment are set out. Should some element of school-based planning, or the plan itself, appear likely to impinge on the contractual rights or responsibilities of any employee, please consult with Larry Sera or Tom Schmidt of the District's Staff Relations Department, 587-5110.

Whom to Call or What to Read for More Information:

Principals--PASS	Tom Schmidt
Clerical--SAEOP (STA)	Larry Sera
Parapros--Parapro (STA)	Larry Sera
Custodians--Operating Engineers #609(A)	Larry Sera
Food Service Workers--Operating Engineers #609(B)	Larry Sera
Security Monitors--Operating Engineers #609(C)	Larry Sera
Teachers--STA	Tom Schmidt

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

STAFF DEVELOPMENT

Special Issues or Concerns:

Continuing professional growth is essential to a quality educational system. As society changes and new social problems arise, the obligations of the school must adjust accordingly. As a result, teachers (and all other District staff members) must remain abreast of the changing scene and respond by revising their instructional or assigned agendas and adopting new and appropriate teaching patterns or work schedules.

Basic Guidelines,
Cautions, or Areas
of Responsibility:

The following staff development activities are available to District personnel:

- College credit courses from six different private and public universities
- Non-credit professional courses
- Tapes-To-Go Program--audio cassettes on professional topics
- Building-Based In-Service Programs--classes designed and presented to answer specific requests from individual building staffs
- Intercultural Program and Services--classes designed and presented to answer specific requests from individual building staffs

Whom to Call or What to Read for More Information:

David Kroft, Staff Development Department, 587-6350

For specific details regarding the entire program see:

Professional Study Program Catalog - 1981-82

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area.

STAFFING OF SCHOOLS

Special Issues or Concerns:

Employment, promotion, transfer, layoff and recall of certificated and classified employees.

Basic Guidelines,
Cautions, or Areas
of Responsibility:

1. Most staffing activities are regulated by Collective Bargaining Contracts or existing District policy. These constraints should be reviewed thoroughly before developing a staffing plan.

2. An action not covered by contractual, legal, or policy constraints can occur if the action does not treat people unfairly.

3. Rules, regulations, and policies are subject to orderly change.

4. Most employees are transferred, laid-off and recalled by seniority within position or teaching categories--giving consideration to affirmative action and other criteria.

5. New employment and promotions are based on merit.

6. The specific assignment of employees within a building is the prerogative of the building principal/manager.

Whom to Call or What to Read for More Information:

Ray Cohrs, Employment Services, 587-4380

Collective Bargaining Contracts - Non-supervisory certificated
Collective Bargaining Agreement - SAEOP
Collective Bargaining Agreement - PARAPRO
Handbooks of Certificated and Classified Personnel
Citizen's Guide to the Seattle Teachers Contract, scheduled for publication in December 1981; prepared by a joint committee of citizens from the Municipal League, League of Women Voters, Seattle PTSA and the Citizen's Budget Advisory Committee.

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

VOLUNTEER SERVICES

Special Issues or Concerns:

Coordination of Volunteer Services in the Schools

Basic Guidelines,
Cautions, or Areas
of Responsibility:

The Volunteer Services Office directs attention and energy to serving the volunteer needs of the School District in a variety of ways. Recruiting and placing volunteers in schools is the primary goal of this office. Related orientation and training of volunteers is provided. Volunteer Services also works with community groups such as:

- Seattle Council PTSA
- Private Incentives in Public Education (P.I.P.E.)
- United Way
- School Programs Involving Our City's Elderly (S.P.I.C.E.)
- University of Washington
- Seattle Community College
- Urban League
- Retired Senior Volunteer Program
- Mayor's Office, City of Seattle

Because the Seattle School District is a major urban district with enormous needs, a goal of Volunteer Services is to expand partnerships with other community and business groups for the purpose of gaining added support and resources.

Whom to Call or What to Read for More Information:

Laurie Ness, Volunteer Services Office, 587-6490

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

BUDGET

Special Issues or Concerns:

In preparing this guideline statement, the Budget Office provided information for those areas of budget management that could be impacted by building based planning.

Basic Guidelines,
Cautions, or Areas
of Responsibility:

Direct contact areas in school-Budget Office relationship:

Schools

- Establishes budgets, based on District policy, for student generated supplies and materials accounts; this is the only money that a school has to expend on a discretionary basis.*
  - Elementary, $25 per student per school, K = 1 FTE
  - Middle School, $30 per student per school
  - High School, $34 per student per school
  - Supplies and Materials include: Textual materials, periodicals, audio visual aids, art supplies, music supplies, physical education supplies, science supplies, postage, counseling, library, health supplies and all administrative office supplies.

Budget Office

- Inputs into budget system the dollar amounts that principals request for each account.
- Processes budget revisions for better management of resources.
- Monitors expenditures as a management tool for the principals.
- Provides technical assistance in meeting building objectives as they relate to expenditures.
- Provides information and support data as requested for principals' use in special project assignments.
- Responds to questions regarding per pupil costs or expenditures, budget growth based on population, District-wide cost comparisons.

* Note: The per student allocation is subject to change.

Whom to Call or What to Read for More Information:

Felix Chi, Budget Manager, 587-5173
Jude Shepherd, Senior Analyst, Instruction, 587-5155

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

BUSINESS AND PLANT

Special Issues or Concerns:

Building Operation and Management in Schools with Joint Use Agreements

Basic Guidelines,
Cautions, or Areas
of Responsibility:

Broad District guidelines for assignment of responsibility in this area have not been clearly defined at this time. If a joint-use agreement is already in effect for your building, refer to the lease for details.

Whom to Call or What to Read for More Information:

For additional information contact Mike Carroll, Property Manager, at 587-5062

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

COMMUNITY USE OF BUILDINGS

Special Issues or Concerns:

Basic Guidelines,
Cautions, or Areas
of Responsibility:

- There are three categories of users: Group I, II and III, with varying cost characteristics from no charge to full compensation for maintenance and operations costs.
- Costs are substantially higher when a building custodian is not on duty.

Whom to Call or What to Read for More Information:

Rules and Regulations for Use of School Buildings and Grounds by the Community

Operations Department Permit Desk, 587-5159

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

PROPERTY MANAGEMENT

Special Issues or Concerns:

Joint Use.

Basic Guidelines,
Cautions, or Areas
of Responsibility:

1) Identify available surplus space.

2) Check for conformity of joint use idea with District policy and practice.

3) Contact the District Property Manager's Office (5062) before proceeding further.

4) Property Manager must "check-off" each step of joint use development, negotiate a lease, and coordinate joint use development with District facilities planning.

Whom to Call or What to Read for More Information:

District Policy E 06.00 (Policies and Procedures Manual) and administrative guidelines

Mike Carroll, District Property Manager, 587-5062

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

SCHOOL OPERATING HOURS

Special Issues or Concerns:

Basic Guidelines,
Cautions, or Areas
of Responsibility:

- Secondary schools are staffed with a building custodian from 6:00 a.m. to 11:30 p.m. (Monday-Friday).
- Elementary schools are staffed with a building custodian from 7:30 a.m. to 4:00 p.m. (Monday-Friday). Several of the larger elementary schools have longer staffing hours.
- All schools generally staffed by custodial personnel from 7:30 a.m. to 4:00 p.m. during school vacation periods. (However, some buildings are not staffed during the full vacation period.)
- If a building normally staffed and open until 4:00 p.m. is kept open for school activities after normal closing hours, such an exception to operating hours may occur without incurring additional costs. However, heating plants will be set to night-time operation at or prior to normal closing time, and the principal or assignee will become fully responsible for building management, lockup, and security system activation activities normally assigned to the custodian.

Whom to Call or What to Read for More Information:

Bob Griffin, Supervisor of Operations, 587-6355

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

SELF-HELP PROJECTS

Special Issues or Concerns:

Basic Guidelines,
Cautions, or Areas
of Responsibility:

- Self-help playground improvement projects can be conducted by following a definitive set of planning requirements.
- In-building self-help projects can be considered and must be coordinated with the Facilities Department, and with the applicable building trades collective bargaining agreements.

Whom to Call or What to Read for More Information:

Self-Help Playground Development Guidelines

Carl Andresen, Facilities Department, 587-5047

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

BUILDING REMODELING

Special Issues or Concerns:

Basic Guidelines,
Cautions, or Areas
of Responsibility:

- Identify a source of funding.
- Initiate a District Services Requisition requesting preparation of preliminary plans and estimates.

Whom to Call or What to Read for More Information:

Long-Range Facilities Plan

Jim Farris, Planning Office, 587-5033

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

PROVISION OF STUDENT TRANSPORTATION

Special Issues or Concerns:

Basic Guidelines,
Cautions, or Areas
of Responsibility:

- To and from school transportation is provided to students living two or more miles from school, or outside of the school's designated walking perimeter.
- To and from school transportation includes transportation delayed due to after-school activity program.
- Field trips and extra curricular activities must be funded from school budgets.

Whom to Call or What to Read for More Information:

Transportation Operations Manual

Dave Anderson, Transportation Office, 587-3445

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

SECURITY

Special Issues or Concerns:

Responsibilities and emergency procedures.

Basic Guidelines,
Cautions, or Areas
of Responsibility:

District policies and procedures are currently under study for revision and updating. Until revised policies and procedures are developed, refer to the documents or contact the District staff listed below.

Whom to Call or What to Read for More Information:

Charles O'Toole, Security Office, 587-3410
Michael Hoge, General Counsel, 587-4272

Guidelines for Dealing with Emergencies, SPS, 1971
What to Do Till the Lawyer Comes, General Counsel, SPS, 1978
Property Protection Manual, SPS

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

GRANTS MANAGEMENT

Basic Guidelines,
Cautions, or Areas
of Responsibility:

1. Development and Submittal of Special Grant Requests

When attempting to seek the availability of special grant funds, or attempting to make application for such funds, the following guidelines should be adhered to:

What is Grants Management?

- Grants Management is a defined process for securing, maintaining and terminating activities sponsored in whole or in part by funds which come to the District from an outside source.

If I have a program that I want funded, who do I contact?

- Discuss the program with your supervisor to determine whether it has merit, whether the program already exists within the District, and whether such service could be made available to you at no or little cost, or whether there are local funds that might be made available to fund the proposed activity.
- If the program has merit but no local funds are available or the service can not be provided through existing services, contact the Office of Grants and Contracts to discuss possible alternative categorical funding opportunities.

Who do I contact if I want to find out about various funding opportunities outside the District?

- Seek within your school, department or unit a copy of the latest "Grants Management Activity Log;" this report is prepared and circulated monthly and contains descriptions of major funding opportunities available during the current year for projects scheduled to operate during the current or future year.
- If you are unable to locate this report, of if you find a specific funding source that is of interest to you on this report, contact the Office of Grants and Contracts for further information.

If I find a funding source that I am interested in applying for, what steps should I take to receive authorization to spend staff time to develop the application or to have the District formally submit the application to the funding agency?

- Discuss the funding opportunity with your supervisor to assure that the focus of the application is consistent with departmental or unit goals and has the support of your supervisor.

Basic Guidelines,
Cautions, or Areas
of Resposibility (Continued):

- If so, contact the Office of Grants and Contracts and indicate your interest in making application for the specific fund source. (The Office of Grants and Contracts will complete an "Authorization to Apply Form" and will submit the form to the Associate Superintendent for review and authorization. You will be notified by the Office of Grants and Contracts, generally within a week, as to the action taken by the District on your request.

If I receive authorization to make application and am designated by the District to be the program author, what services are available to assist me in securing the application forms and in interpreting the funding guidelines?

- The Office of Grants and Contracts generally seeks application forms and information as soon as the funding opportunity is known (regardless as to whether the District decides to make application at a later date).
- If authorized to make application, the author may contact the Grants and Contracts Office and receive the necessary forms and interpretations to write the application.

Is there any assistance specifically available to me within the District to help me write the application?

- No; however, you may contact representatives within the Divisions of Business & Finance and Evaluation Services, or representatives within the Division of Curriculum and Instruction, and ask for assistance. These units, however, are not obligated to provide this service.

Is there a specific proposal review system within the District that must be followed before an application can be submitted to the funding agency? If so, who should I call to find out about this process?

- Yes.
- Normally this information is provided you when you receive from Grants and Contracts authorization to apply and application forms (refer to the preceding question).
- If not, you should contact the Office of Grants and Contracts. The review system generally requires you to seek the necessary community and non-public school involvement (where appropriate), and written approval of your supervisor, the personnel department and the budget office. Once completed the application is then submitted to the appropriate cabinet level officer, the Office of Grants and Contracts, and then to the designated District authorized representative (the Superintendent) for signature.

Basic Guidelines,
Cautions, or Areas
of Responsibility (Continued):

How am I notified if the application is funded?

- The Office of Grants and Contracts generally receives notification from the funding agency as to whether the application has been funded or not. The Office of Grants and Contracts will notify you as to the funding status of your application.

2. Maintenance and Operation of Special Grant Programs

Once your categorical or grant sponsored program is funded, the guidelines below should be followed:

If my program is funded, how do I start the program, and what must I do to maintain the categorical funds?

- Once the Office of Grants and Contracts receives the grant award or signed contract from the funding agency, it requests the Budget and Accounting units to establish proper coding and to include these revenues into the current District operating budget. Once these revenues are officially accepted by the District and placed in the budget, the proposed program may begin. You must take the appropriate steps to start the required "position requests" and "invoices" to implement your program in line with your proposed plan. During the course of the year you must operate the program in line with stated terms and conditions including, where appropriate, the maintenance of community advisory committees, parent involvement, in-service training, program and fiscal records, program evaluations, and formal correspondence.

Does this mean that I can't make a modification or a change to my program once it is approved?

- No. Generally at any time you may request modification to your program either internally (within the District) or externally (with the funding agency). Such modification requests should be planned because it may take up to two months to get program approval for requested changes from a funding agency.

If I want to make a change or modification to a program, who do I contact and what forms should I use?

- You should initially contact the Office of Grants and Contracts for the proper forms as the forms may differ between funding sources and agencies.

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Basic Guidelines,
Cautions, or Areas
of Responsibility:

Am I responsible for maintaining the program files, and if so, for how long?

- The designated program officer and unit, Budget and Accounting, and the Office of Grants and Contracts are generally obligated to retain official program files and related correspondence for a minimum of five (5) years after the program has been completed. If you have questions as to what specific materials need to be retained, contact the Office of Grants and Contracts.

Whom to Call or What to Read for More Information:

Jay Iman, Office of Grants and Contracts, 587-5107

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

CONTRACTS MANAGEMENT

Special Issues or Concerns:

Professional Services Contracts

Basic Guidelines,
Cautions, or Areas
of Responsibility:

Contracts may be submitted by principals, program managers, department or division heads, or other staff members with responsibilities which involve contracting for the purchase or sale of services and/or professional expertise of individuals, firms or other agencies.

Procedures

The process for implementing a professional services contract involves the following steps:

- Specification development
- Consultant selection
- Formation of contract
- District approval of completed contract and payment

Following is the recommended course of action to follow in the development and approval of ASA and ISC:

1. Specification Development
   District staff will prepare written specifications for all projects which clearly define the scope, timeline, and estimated completion date of the Service Requests.
2. Consultant Selection & Contract Approval
   a. Professional Service Contracts under $10,000:
      - can be negotiated directly by Division Managers
      - contract documents must be processed through the Office of Grants and Contracts prior to approval
      - final approval must be obtained from the Assistant Superintendent for Business and Finance or his/her designee prior to approval

   b. Professional Service Contract over $10,000:
      - for these and all other Professional Service Contracts please contact the Office of Grants and Contracts.

3/4. For assistance with the formation of contracts, and their approval and payment, please contact the office of Grants and Contracts.

Whom to Call or What to Read for More Information:
Jay Iman, Office of Grants and Contracts, 587-5107

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

TESTING AND TECHNICAL SERVICES OFFICE

Special Issues or Concerns:

Basic Guidelines,
Cautions, or Areas
of Responsibility:

The Testing and Technical Services Office has five major functions:

1) The provision of Districtwide information on a regular basis concerning student achievement, interest and/or aptitude. This will be used to provide an objective basis for decisions concerning curriculum and/or program planning, assessment, accountability, etc. To perform this function, the Testing and Technical Services Office will, in conjunction with the Department of Program Development, develop a comprehensive measurement program from a curriculum point of view. This office will also select and/or develop the needed measurement strategies and devices; coordinate the development of the scoring, data storage and reporting systems; develop, coordinate and/or conduct the necessary teacher training programs; coordinate the administration, scoring, and data storage of the measurement devices; and report the results. The Office will analyze and interpret the results and, where applicable, make recommendations for decisions regarding the future actions in program modifications. The Office will also be responsible for reporting relevant data to the public.

2) To provide the above mentioned services as requested by central office staff in gathering student achievement, aptitude, and interest information not already gathered through the District-wide testing program and in conducting relevant research utilizing such data alone or in conjunction with the Districtwide data mentioned above.

3) To provide technical assistance upon request to each school for that staff's particular needs. This will involve assistance in developing the measurement aspects of their programs, developing or selecting the measurement device(s), organizing data collection processes, and analyzing and interpreting the results. In so doing, the Testing and Technical Services Office will obtain and coordinate the required District resources as needed.

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Basic Guidelines,
Cautions, or Areas
of Responsibility (Continued):

4) To provide any or all of the above mentioned services to the other sections of the Division to assist in their measurement needs and to provide consultation in the use of the various test data files.

5) To provide consultation to the public and outside agencies on measurement matters.

Whom to Call or What to Read for More Information:

Dave Hoffman, Manager, Testing and Technical Services Office, 587-4220

Operations Manual: Division of Evaluation Services

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

STUDENT INFORMATION SYSTEMS OFFICE

Special Issues or Concerns:

The census function of the District.

Basic Guidelines,
Cautions, or Areas
of Responsibility:

In the Seattle School District, an entire section of the Department of Planning, Research and Evaluation has been established to address the census function of the District-wide evaluation design. The Student Information Systems Office (SISO) has been charged with the task of maintaining nearly all of the centralized computer systems which store information about students.

The role of the Student Information Systems Office can best be described in terms of two equally important functions: an operational function which obtains, edits, stores and retrieves elements of data, and a developmental function which seeks to improve and expand the District's operational capabilities.

Operational Function. The schools, which provide the setting for the actual delivery of educational services, are both the prime generators and the primary consumers of student information. Centralized input review is absolutely essential to the operations of the District's student information systems. This role has been assigned to the SISO. Likewise, supporting the schools' direct needs for student information (e.g., last school attended, test scores, transcripts, class lists, eligibilities for special educational services) has been assigned to the SISO. If the schools and the SISO fail to execute their respective data-generation, data-input functions well, the data available for any evaluations will be inadequate or misleading.

In addition to direct support to schools, SISO has a major management information support responsibility. SISO provides direct reporting services to virtually all divisions of the District on student characteristics. While these listings and tallies are different than program evaluation documents, they are vital support to many managerial and public informational needs.

Whom to Call or What to Read for More Information:

Jim Page, Manager, Student Information Systems Office, 587-5033

Operations Manual: Division of Evaluation Services

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

RESEARCH AND EVALUATION OFFICE

Special Issues or Concerns:

The primary role of the Research and Evaluation Office is to provide educational decision makers with information on three kinds of relationships in support of program improvement efforts.

Basic Guidelines,
Cautions, or Areas
of Responsibility:

The Relationships Between Desired and Actual System Performance. Information about differences between the levels of performance sought by the District and levels actually achieved provide a part of the context description which is the basis for setting new improvement goals for the system.

The term performance may refer to individual students, classrooms, grade levels, school buildings, administrative or service units, or any other aggregation which is meaningful in terms of program improvement effort.

The Relationships Between Intended and Actual Strategy Implementation. Because of the complexities of the urban educational system, it is rarely safe to assume that strategies developed through the planning process are implemented exactly as intended. For example, teachers may find a particular curriculum element too difficult, and choose to ignore it. Thus, information on these relationships will be provided to assure that improvement decisions are based on events that have actually occurred.

The Relationships Between Performance Levels and Competing Strategies. Program improvement in education often involves the simultaneous use of several different approaches to achieving each system goal. Examples of competing approaches may be different models of instruction for immigrant students, different principal management strategies, or different ways of disciplining students in the classroom. Reliable information about the relative successes and costs of these competing strategies is critical to decisions regarding their continuation, modification or termination.

Whom to Call or What to Read for More Information:

Jim James, Manager, Research & Evaluation Office, 587-5160

Operations Manual: Division of Evaluation Services

Copies of Research and Evaluation reports on a variety of educational topics are available from this office.

DISTRICT GUIDELINES
FOR
SCHOOL-BASED PLANNING

Operating Unit or Subject Area:

PLANNING

Special Issues or Concerns:

Educational Planning; Facilities Planning

Basic Guidelines,
Cautions, or Areas
of Responsibility:

The Office has three major areas of concentration: educational planning, support services planning, and facilities planning. Projects in these major areas will focus on the development of a planning process for meeting identified needs and monitoring the on-going implementation of the objectives.

Educational Planning - The basic point of reference for educational planning is a belief in the uniqueness and educability of each learner. Planning focuses on learner needs within the context of evaluation of outcomes, the environment, the curriculum, instructional methods, and support services. Because of the complexity of the educational process, alternative solutions for designing, implementing, and achieving a successful and responsive educational system are analyzed in terms of their utility and feasibility.

Support Services and Facilities Planning - These administrative planning functions are conducted in the form of operational analyses. Such analyses usually research and identify the most effective mechanisms for meeting educational objectives, identified through educational planning and evaluation, under conditins of fiscal or other logistical constraints.

Whom to Call or What to Read for More Information:

Susan B. Franklin, Manager, Planning Office, 587-5033

Operations Manual: Division of Evaluation Services

See also, Curriculum and Instruction, in this Guidelines section

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DATA AND THEIR USES

DATA AND THEIR USES

PREFACE

This section contains the following material:

- School Profile: 1) Student and community data; 2) Personnel data
- Identification of testing data available, and suggestions for ways to utilize test results and summary reports for program planning
- Listing of Seattle Weekly Newspapers complete with addresses, phone numbers, and deadlines.

Much data that could prove to be useful in the planning process are already in the schools. Mainly, then, this section has been included in the manual to remind users of what is available at their schools, to provide some guidelines as how best to use the information (some cautions as well), to indicate what kinds of data could be obtained should a specific need arise, as well as to enable each school to have a better understanding of the composition of its student body and staff.

Some items in this section are particularly useful in preparing a needs assessment (e.g., in the areas of academic achievement and school climate/discipline), some are useful in terms of pin-pointing specific areas of weakness (thereby serving to set measurable objectives), and some provide practical information to be used in determining existing characteristics/situations which also could be necessary considerations in implementing plans.

Not all of what is included here needs to be consulted in depth by everyone on the planning committee in a given school/community. For example, planners would benefit far more if one or two committee members were to study carefully the section "Suggestions for Using Test Results and Summary Reports for Program Planning," in order to identify specific weak areas that need attention, than if everyone were to peruse it casually.

THE DATA ON THE FOLLOWING PAGES ARE INTENDED FOR USE IN THE SCHOOL-BASED PLANNING ACTIVITIES. THE DATA OFFER A PROFILE OF YOUR SCHOOL'S STUDENTS, STAFF AND COMMUNITY. IT IS HOPED THAT YOU WILL USE THESE DATA TO AUGMENT INFORMATION ROUTINELY PROVIDED TO BUILDING PRINCIPALS AND STAFF, AS WELL AS KNOWLEDGE YOU MAY HAVE ABOUT THE SCHOOL AND THE COMMUNITY. DATA IN ADDITION TO THOSE USED IN THESE REPORTS ARE AVAILABLE, AND INFORMATION NEEDS THAT EMERGE DURING THE PLANNING PROCESS WILL RECEIVE RAPID RESPONSE.

THE DATA IN THE PACKET IS ORGANIZED INTO THREE SECTIONS. EACH SECTION HAS ITS OWN INTRODUCTION AND GUIDE TO USE OF THE DATA.

S T U D E N T D A T A

TABLES ONE THROUGH FOUR DESCRIBE THE STUDENT POPULATION OF YOUR SCHOOL AND THE COMMUNITY IT SERVES. AS MOST OF YOU ARE, NO DOUBT, AWARE, SCHOOLS IN SEATTLE TEND TO SERVE A VARIETY OF STUDENTS FROM COMMUNITIES THROUGHOUT THE CITY. THE STUDENT DATA, THEREFORE, ARE ORGANIZED INTO TWO MAJOR GROUPINGS: 1) ATTENDING STUDENTS, OR STUDENTS WHO ATTEND YOUR SCHOOL, REGARDLESS OF WHERE THEY RESIDE, AND 2) LOCAL STUDENTS, OR STUDENTS WHO RESIDE IN THE DEFINED ATTENDANCE BOUNDARY FOR YOUR SCHOOL (OR THE FEEDER PATTERN SCHOOLS FOR SECONDARY SCHOOLS.)THIS WAS DONE TO GIVE A PICTURE OF THE EXTENT TO WHICH YOUR SCHOOL IS SERVING A GEOGRAPHIC CONSTITUENCY, OR ONE THAT CAN BE DEFINED BY OTHER CHARACTERISTICS.

TWO SUB-GROUPS HAVE BEEN DEVELOPED FOR RESIDENT AND ATTENDING STUDENTS: A) "IN FEEDER" STUDENTS, OR STUDENTS WHO ATTEND THE SCHOOLS TO WHICH THEY WOULD BE ASSIGNED BY THE "FEEDER TABLE," AND B) "OUT OF FEEDER" STUDENTS, OR STUDENTS WHO ATTEND SCHOOLS OTHER THAN THEIR ORIGINAL FEEDER ASSIGMENT. STUDENTS MAY ATTEND SCHOOLS OUTSIDE THEIR FEEDER SCHOOL FOR SEVERAL REASONS INCLUDING OPTION, BILINGUAL, SPECIAL ED. AND ALTERNATIVE PROGRAMS.

INFORMATION ABOUT THE STUDENTS WHO ATTEND YOUR SCHOOL OUTSIDE THEIR FEEDER TABLE ASSIGNMENT, AS WELL AS THOSE WHO ARE ASSIGNED TO YOUR SCHOOL BUT ATTEND ELSEWHERE, SHOULD BE A VALUABLE TOOL IN DEVELOPING SCHOOL-BASED PLANS.

PERCENTAGES SHOWN ON THE TABLES DESCRIBE THE PROPORTION OF EACH STUDENT SUB-GROUP REPRESENTED BY THE VALUE IMMEDIATELY PRECEEDING THEM. BECAUSE THE CHARACTERISTICS DISPLAYED ON A PARTICULAR TABLE DO NOT ALWAYS EXHAUST THE CATEGORY BEING DESCRIBED, NUMBERS MAY NOT SUM TO 'N' AND PERCENTS MAY NOT SUM TO 100.

STUDENTS WITH SPECIAL NEEDS

THE FOLLOWING TABLE DESCRIBES THE POPULATION ELIGIBLE TO ATTEND YOUR SCHOOL IN TERMS OF THREE SPECIAL NEED CHARACTERISTICS: 1) "BILINGUAL," OR THOSE STUDENTS WITH LIMITED FLUENCY IN THE ENGLISH LANGUAGE, 2) "SPECIAL EDUCATION," OR THOSE STUDENTS WHO REQUIRE SPECIALIZED SERVICE DUE TO MENTAL OR PHYSICAL HANDICAPS, AND 3) "FREE LUNCH," OR THOSE STUDENTS WHO ARE ELIGIBLE TO RECEIVE FREE OR REDUCED-PRICE LUNCH ACCORDING TO FEDERAL POVERTY CRITERIA. FURTHER BREAKDOWNS OF DATA IN EACH CATEGORY ARE AVAILABLE ON REQUEST.

TABLE ONE

CHARACT.	ATTENDING STUDENTS TOTAL		IN FEEDER		OUT FEEDER		LOCAL STUDENTS TOTAL		IN FEEDER		OUT FEEDER	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
	N= 727		N= 665		N= 62		N= 876		N= 665		N= 211	
BILING.	21	2	18	2	3	4	71	8	18	2	53	25
SPECIAL EDUC.	65	8	58	8	7	11	76	8	58	8	18	8
FREE LUNCH	347	47	306	46	41	66	410	46	306	46	104	49

RACIAL DISTRIBUTION

THE DATA IN THE FOLLOWING TABLE DESCRIBE THE DISTRIBUTION OF STUDENT POPULATION WHEN BROKEN DOWN INTO F I V E ETHNIC GROUPS. FURTHER BREAKDOWN OF RACIAL DATA INTO NINETEEN SUB-GROUPS IS AVAILABLE ON REQUEST.

TABLE TWO

CHARACT.	ATTENDING STUDENTS TOTAL		IN FEEDER		OUT FEEDER		LOCAL STUDENTS TOTAL		IN FEEDER		OUT FEEDER	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
	N= 727		N= 665		N= 62		N= 876		N= 665		N= 211	
WHITE	381	52	364	54	17	27	464	52	364	54	100	47
BLACK	168	23	144	21	24	38	179	20	144	21	35	16
ASIAN	93	12	81	12	12	19	151	17	81	12	70	33
HISPANIC	48	6	41	6	7	11	47	5	41	6	6	2
AMER-IND ALASKAN	35	4	33	4	2	3	33	3	33	4	0	0

O P T I O N C O D E S (REASONS FOR ATTENDANCE)

THE NEXT TABLE SHOWS THE DISTRIBUTION OF YOUR SCHOOL POPULATION GROUPS AMONG S I X CATEGORIES OF OPTION CODES. WHILE THERE ARE MORE THAN FIFTY DIFFERENT CODES REGULARLY MONITORED ON THE STUDENTS' RECORDS, GROUPINGS OF THESE CODES HAVE BEEN MADE TO ASSIST YOUR INTERPRETATION: 1) "GIFTED" STUDENTS ARE THOSE WHO ATTEND PROGRAMS SUCH AS HORIZON, ADVANCED PLACEMENT OR I.P.P., FOR WHICH SPECIAL ELIGIBILITY REQUIREMENTS ARE ESTABLISHED, 2)"SUBJECT" STUDENTS ARE THOSE WHO ATTEND PROGRAMS WHICH ARE DESCRIBED AS PROVIDING SUBJECT MATTER EMPHASIS, SUCH AS READING MATH, ART OR SCIENCE, 3) "SPECIAL STYLES" STUDENTS ARE THOSE WHO ATTEND PROGRAMS DESCRIBED AS PROVIDING AN ALTERNATIVE OR SPECIAL APPROACH TO EDUCATION INCLUDING GRADE CONFIGURATION OPTIONS OR OPEN CONCEPT INSTRUCTION, 4) "HARDSHIP" STUDENTS ARE THOSE WHO RECEIVE TEMPORARY ASSIGNMENTS OUTSIDE THE FEEDER PATTERN BECAUSE OF JOB, DAYCARE, OR OTHER SPECIAL CIRCUMSTANCES THAT WOULD CAUSE SIGNIFICANT DIFFICULTY FOR THE STUDENT TO ATTEND SCHOOL AS ASSIGNED, 5)"SPECIAL EDUCATION," AND 6) "REGULAR" PROGRAM STUDENTS. FURTHER BREAKDOWNS OF DATA IN ANY OF THESE CATEGORIES ARE AVAILABLE ON REQUEST.

T A B L E T H R E E

CHARACT.	ATTENDING STUDENTS TOTAL		IN FEEDER		OUT FEEDER		LOCAL STUDENTS TOTAL		IN FEEDER		OUT FEEDER	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
	N= 727		N= 665		N= 62		N= 876		N= 665		N= 211	
GIFTED	53	7	48	7	5	8	89	10	48	7	41	19
SUBJECT	2	0	0	0	2	3	60	6	0	0	60	28
SPECIAL STYLES	0	0	0	0	0	0	12	1	0	0	12	5
HARDSHIP	8	1	0	0	8	12	12	1	0	0	12	5
SPECIAL EDUC.	61	8	55	8	6	9	72	8	55	8	17	8
REGULAR	601	82	561	84	40	64	630	71	561	84	69	32

T E S T I N G D A T A

DATA IN THE FOLLOWING TABLE ARE ACHIEVEMENT TEST SCORE RANKINGS OF STUDENTS IN YOUR SCHOOL AND COMMUNITY. READING AND MATH TEST SCORES ARE SHOWN AS STANINE RANKINGS. STUDENTS IN THE FIRST THREE STANINES ARE THE LOWEST ACHIEVERS, WHILE STUDENTS IN THE LAST THREE ARE THE HIGHEST. BREAKDOWNS OF THESE RANKINGS FOR OTHER STUDENT GROUPINGS ARE AVAILABLE BY REQUEST.

T A B L E F O U R

	ATTENDING STUDENTS						LOCAL STUDENTS					
CHARACT.	TOTAL		IN FEEDER		OUT FEEDER		TOTAL		IN FEEDER		OUT FEEDER	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
	N= 666		N= 612		N= 54		N= 789		N= 612		N= 177	
READ 1ST	109	16	99	16	10	18	144	18	99	16	45	25
READ 2ND	373	56	339	55	34	62	410	51	339	55	71	40
READ 3RD	184	27	174	28	10	18	235	29	174	28	61	34
	N= 664		N= 611		N= 53		N= 785		N= 611		N= 174	
MATH 1ST	90	13	83	13	7	13	111	14	83	13	28	16
MATH 2ND	396	59	360	58	36	67	442	56	360	58	82	47
MATH 3RD	178	26	168	27	10	18	232	29	168	27	64	36

SAMPLE OF

201 ELEMENTARY SCHOOL SCHOOL DATA PROFILE 1/18/82

THE DATA ON THE FOLLOWING PAGES ARE INTENDED FOR USE IN THE SCHOOL-BASED PLANNING ACTIVITIES. THE DATA OFFER A PROFILE OF YOUR SCHOOL'S STUDENTS, STAFF AND COMMUNITY. IT IS HOPED THAT YOU WILL USE THESE DATA TO AUGMENT INFORMATION ROUTINELY PROVIDED TO BUILDING PRINCIPALS AND STAFF, AS WELL AS KNOWLEDGE YOU MAY HAVE ABOUT THE SCHOOL AND THE COMMUNITY. DATA IN ADDITION TO THOSE USED IN THESE REPORTS ARE AVAILABLE, AND INFORMATION NEEDS THAT EMERGE DURING THE PLANNING PROCESS WILL RECEIVE RAPID RESPONSE.

THE DATA IN THE PACKET IS ORGANIZED INTO THREE SECTIONS. EACH SECTION HAS ITS OWN INTRODUCTION AND GUIDE TO USE OF THE DATA.

S T U D E N T C A T A

TABLES ONE THROUGH FOUR DESCRIBE THE STUDENT POPULATION OF YOUR SCHOOL AND THE COMMUNITY IT SERVES. AS MOST OF YOU ARE, NO DOUBT, AWARE, SCHOOLS IN SEATTLE TEND TO SERVE A VARIETY OF STUDENTS FROM COMMUNITIES THROUGHOUT THE CITY. THE STUDENT DATA, THEREFORE, ARE ORGANIZED INTO TWO MAJOR GROUPINGS: 1) ATTENDING STUDENTS, OR STUDENTS WHO ATTEND YOUR SCHOOL, REGARDLESS OF WHERE THEY RESIDE, AND 2) LOCAL STUDENTS, OR STUDENTS WHO RESIDE IN THE DEFINED ATTENDANCE BOUNDARY FOR YOUR SCHOOL (OR THE FEEDER PATTERN SCHOOLS FOR SECONDARY SCHOOLS.)THIS WAS DONE TO GIVE A PICTURE OF THE EXTENT TO WHICH YOUR SCHOOL IS SERVING A GEOGRAPHIC CONSTITUENCY, OR ONE THAT CAN BE DEFINED BY OTHER CHARACTERISTICS.

TWO SUB-GROUPS HAVE BEEN DEVELOPED FOR RESIDENT AND ATTENDING STUDENTS: A) "IN FEEDER" STUDENTS, OR STUDENTS WHO ATTEND THE SCHOOLS TO WHICH THEY WOULD BE ASSIGNED BY THE "FEEDER TABLE," AND B) "OUT OF FEEDER" STUDENTS, OR STUDENTS WHO ATTEND SCHOOLS OTHER THAN THEIR ORIGINAL FEEDER ASSIGMENT. STUDENTS MAY ATTEND SCHOOLS OUTSIDE THEIR FEEDER SCHOOL FOR SEVERAL REASONS INCLUDING OPTION, BILINGUAL, SPECIAL ED. AND ALTERNATIVE PROGRAMS.

INFORMATION ABOUT THE STUDENTS WHO ATTEND YOUR SCHOOL OUTSIDE THEIR FEEDER TABLE ASSIGNMENT, AS WELL AS THOSE WHO ARE ASSIGNED TO YOUR SCHOOL BUT ATTEND ELSEWHERE, SHOULD BE A VALUABLE TOOL IN DEVELOPING SCHOOL-BASED PLANS.

PERCENTAGES SHOWN ON THE TABLES DESCRIBE THE PROPORTION OF EACH STUDENT SUB-GROUP REPRESENTED BY THE VALUE IMMEDIATELY PRECEEDING THEM. BECAUSE THE CHARACTERISTICS DISPLAYED ON A PARTICULAR TABLE DO NOT ALWAYS EXHAUST THE CATEGORY BEING DESCRIBED, NUMBERS MAY NOT SUM TO 'N' AND PERCENTS MAY NOT SUM TO 100.

STUDENTS WITH SPECIAL NEEDS

THE FOLLOWING TABLE DESCRIBES THE POPULATION ELIGIBLE TO ATTEND YOUR SCHOOL IN TERMS OF THREE SPECIAL NEED CHARACTERISTICS: 1) "BILINGUAL," OR THOSE STUDENTS WITH LIMITED FLUENCY IN THE ENGLISH LANGUAGE, 2) "SPECIAL EDUCATION," OR THOSE STUDENTS WHO REQUIRE SPECIALIZED SERVICE DUE TO MENTAL OR PHYSICAL HANDICAPS, AND 3) "FREE LUNCH," OR THOSE STUDENTS WHO ARE ELIGIBLE TO RECEIVE FREE OR REDUCED-PRICE LUNCH ACCORDING TO FEDERAL POVERTY CRITERIA. FURTHER BREAKDOWNS OF DATA IN EACH CATEGORY ARE AVAILABLE ON REQUEST.

TABLE ONE

CHARACT.	ATTENDING STUDENTS TOTAL		IN FEEDER		OUT FEEDER		LOCAL STUDENTS TOTAL		IN FEEDER		OUT FEEDER	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
	N= 448		N= 352		N= 96		N= 502		N= 352		N= 150	
BILING.	71	15	12	3	59	61	24	4	12	3	12	8
SPECIAL EDUC.	17	3	14	3	3	3	30	5	14	3	16	10
FREE LUNCH	193	43	124	35	69	71	178	35	124	35	54	36

RACIAL DISTRIBUTION

THE DATA IN THE FOLLOWING TABLE DESCRIBE THE DISTRIBUTION OF STUDENT POPULATION WHEN BROKEN DOWN INTO F I V E ETHNIC GROUPS. FURTHER BREAKDOWN OF RACIAL DATA INTO NINETEEN SUBGROUPS IS AVAILABLE ON REQUEST.

TABLE TWO

CHARACT.	ATTENDING STUDENTS TOTAL		IN FEEDER		OUT FEEDER		LOCAL STUDENTS TOTAL		IN FEEDER		OUT FEEDER	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
	N= 448		N= 352		N= 96		N= 502		N= 352		N= 150	
WHITE	323	72	298	84	25	26	412	82	298	84	114	76
BLACK	12	2	6	1	6	6	18	3	6	1	12	8
ASIAN	76	16	17	4	59	61	27	5	17	4	10	6
HISPANIC	10	2	9	2	1	1	17	3	9	2	8	5
AMER-IND ALASKAN	26	5	21	5	5	5	25	4	21	5	4	2

OPTION CODES (REASONS FOR ATTENDANCE)

THE NEXT TABLE SHOWS THE DISTRIBUTION OF YOUR SCHOOL POPULATION GROUPS AMONG S I X CATEGORIES OF OPTION CODES. WHILE THERE ARE MORE THAN FIFTY DIFFERENT CODES REGULARLY MONITORED ON THE STUDENTS' RECORDS, GROUPINGS OF THESE CODES HAVE BEEN MADE TO ASSIST YOUR INTERPRETATION: 1) "GIFTED" STUDENTS ARE THOSE WHO ATTEND PROGRAMS SUCH AS HORIZON, ADVANCED PLACEMENT OR I.P.P., FOR WHICH SPECIAL ELIGIBILITY REQUIREMENTS ARE ESTABLISHED, 2)"SUBJECT" STUDENTS ARE THOSE WHO ATTEND PROGRAMS WHICH ARE DESCRIBED AS PROVIDING SUBJECT MATTER EMPHASIS, SUCH AS READING MATH, ART OR SCIENCE, 3) "SPECIAL STYLES" STUDENTS ARE THOSE WHO ATTEND PROGRAMS DESCRIBED AS PROVIDING AN ALTERNATIVE OR SPECIAL APPROACH TO EDUCATION INCLUDING GRADE CONFIGURATION OPTIONS OR OPEN CONCEPT INSTRUCTION, 4) "HARDSHIP" STUDENTS ARE THOSE WHO RECEIVE TEMPORARY ASSIGNMENTS OUTSIDE THE FEEDER PATTERN BECAUSE OF JOB, DAYCARE, OR OTHER SPECIAL CIRCUMSTANCES THAT WOULD CAUSE SIGNIFICANT DIFFICULTY FOR THE STUDENT TO ATTEND SCHOOL AS ASSIGNED, 5)"SPECIAL EDUCATION," AND 6) "REGULAR" PROGRAM STUDENTS. FURTHER BREAKDOWNS OF DATA IN ANY OF THESE CATEGORIES ARE AVAILABLE ON REQUEST.

TABLE THREE

CHARACT.	ATTENDING STUDENTS TOTAL		IN FEEDER		OUT FEEDER		LOCAL STUDENTS TOTAL		IN FEEDER		OUT FEEDER	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
	N= 448		N= 352		N= 96		N= 502		N= 352		N= 150	
GIFTED	0	0	0	0	0	0	17	3	0	0	17	11
SUBJECT	56	12	1	0	55	57	59	11	1	0	58	38
SPECIAL STYLES	0	0	0	0	0	0	30	5	0	0	30	20
HARDSHIP	27	6	2	0	25	26	14	2	2	0	12	8
SPECIAL EDUC.	14	3	12	3	2	2	26	5	12	3	14	9
REGULAR	351	78	337	95	14	14	356	70	337	95	19	12

SAMPLE OF

201 ELEMENTARY SCHOOL SCHOOL DATA PROFILE 1/18/82

T E S T I N G D A T A

DATA IN THE FOLLOWING TABLE ARE ACHIEVEMENT TEST SCORE RANKINGS OF STUDENTS IN YOUR SCHOOL AND COMMUNITY. READING AND MATH TEST SCORES ARE SHOWN AS STANINE RANKINGS. STUDENTS IN THE FIRST THREE STANINES ARE THE LOWEST ACHIEVERS, WHILE STUDENTS IN THE LAST THREE ARE THE HIGHEST. BREAKDOWNS OF THESE RANKINGS FOR OTHER STUDENT GROUPINGS ARE AVAILABLE BY REQUEST.

T A B L E F O U R

	ATTENDING STUDENTS						LOCAL STUDENTS					
CHARACT.	TOTAL		IN FEEDER		OUT FEEDER		TOTAL		IN FEEDER		OUT FEEDER	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
	N= 254		N= 232		N= 22		N= 335		N= 232		N= 103	
READ 1ST	32	12	26	11	6	27	39	11	26	11	13	12
READ 2ND	144	56	130	56	14	63	180	53	130	56	50	48
READ 3RD	78	30	76	32	2	9	116	34	76	32	40	38
	N= 270		N= 237		N= 33		N= 344		N= 237		N= 107	
MATH 1ST	47	17	32	13	15	45	44	12	32	13	12	11
MATH 2ND	141	52	127	53	14	42	180	52	127	53	53	49
MATH 3RD	82	30	78	32	4	12	120	34	78	32	42	39

201 ELEMENTARY SCHOOL

SAMPLE OF
SCHOOL DATA PROFILE

THE DATA IN TABLE 1 MAY BE PARTICULARLY USEFUL IN PLANNING FOR FUTURE ELEMENTARY SCHOOL ENROLLMENTS AND IN IDENTIFYING WHAT PROPORTION OF CHILDREN IN AN AREA PARTICIPATE IN THE PUBLIC SCHOOLS. WHEN COMBINED WITH THE JUDGMENT OF LOCAL SCHOOL PLANNERS, SEVERAL INFERENCES MAY BE DRAWN.

THE COLUMN "% TCT." SHOWS THE PERCENT OF KINDERGARTEN STUDENTS WHO LIVE IN YOUR ATTENDANCE BOUNDARY AND COME FROM EACH CENSUS TRACT.

COLUMN TWO SHOWS THE TOTAL POPULATION OF EACH TRACT.

COLUMN THREE SHOWS THE NUMBER OF KINDERGARTEN STUDENTS WHO LIVE IN EACH TRACT, REGARDLESS OF THE SCHOOL THEY ATTEND.

COLUMN FOUR CONTAINS "BIRTH-TO-KINDERGARTEN" RATIOS. THESE ARE USEFUL IN DETERMINING PARTICIPATION IN PUBLIC SCHOOLS. A WORD OF CAUTION: THESE RATIOS MAY ALSO INDICATE HIGH RATES OF MOBILITY AMONG FAMILIES WITH CHILDREN DUE TO LOCAL CONDITIONS OTHER THAN SCHOOLS.

COLUMNS FIVE THROUGH EIGHT SHOW THE NUMBERS OF BIRTHS RECORDED IN 1976-79 FOR EACH TRACT.

FOLLOWING TABLE 5 ARE THE NUMBER OF KINDERGARTEN STUDENTS WHO ARE PROJECTED TO LIVE IN YOUR ATTENDANCE AREA NEXT YEAR. THE PROJECTIONS ARE BASED ON RESIDENCE NOT ON ENROLLMENT IN YOUR SCHOOL.

****

TABLE FIVE

POPULATION, KINDERGARTEN AND BIRTH DATA FOR SELECTED CENSUS TRACTS

TRACTS PARTIALLY CONTAINED IN THIS SCHOOL BOUNDARY ARE:
31 32 33 47

TRACT	% TCT.	TOTAL POPUL.	1981 KINDGN.	RATIO 76B-81K	1976 BIRTHS	1977 BIRTHS	1978 BIRTHS	1979 BIRTHS
31	9	5826	36	0.450	80	64	74	52
32	64	6549	43	0.741	58	60	67	63
33	24	5226	36	0.474	76	62	59	80
47	3	3880	13	0.277	47	59	42	41

****

CURRENTLY THERE ARE 66 KINDERGARTEN STUDENTS LIVING IN THIS ATTENDANCE BOUNDARY.
THE PROJECTED NUMBER OF KINDERGARTEN STUDENTS FOR 1982 IS 64.
THE PROJECTION IS BASED ON TWO ASSUMPTIONS:

1) THE 1976 - 1981 BIRTH TO KINDERGARTEN RATIO FOR EACH CENSUS TRACT WILL BE THE 1977 TO 82 RATIO.
2) THE PROPORTIONAL CONTRIBUTION OF EACH TRACT TO THE ATTENDANCE AREA WILL ALSO REMAIN THE SAME.

80

PERSONNEL DATA*

The following tables present data on your building staff that may be helpful in developing your school improvement plan.

The first table, Building Personnel Data, is a summary of your certificated non-supervisory staff's (hereafter referred to as teachers) subject categories. Categories are subject areas which your staff are qualified to teach. The data are based on information teachers provided to the Personnel Services Department at the time of hire and subsequent revisions. This information will give you an indication of the various areas of expertise among your staff which may not be familiar to you. Also included in this table is an average seniority figure. This figure represents the average years of seniority (Seattle School District and other Washington State experience) of your teaching staff. If you have a particularly large number of staff with either very low or very high seniority, this figure may be somewhat deceiving as a representative average.

The second table, Staff Mobility Data, displays mobility data** for the various types of staff within your building. Mobility, for this purpose, is defined as changes among your staff for any reason within a given school year. The data presented here are for three school years, 1979-80, 1980-81, and the first four months of 1981-82. Changes include staff leaving your building (e.g., transfer, resignation, leaves) as well as staff coming into your building (replacements and filling additional positions). In compiling the statistics, each staff person was counted as a whole, regardless of whether they were working full time or not (e.g., a staff of five 1.0 FTEs and two .3 FTEs was counted as a staff of seven). The data do not include Special Education and Bilingual staff. The top (or left) number of the fractions in the table represents the number of staff changes during the year; the bottom (or right) number represents the total number of staff for your building. If your school is a receiving school for the 1980-81 closed-school populations, you will note that your base number for your staff increased significantly for 1981-82 due to this influx. If mobility data for movement between years had been presented at this time, your mobility factor would probably also have significantly increased.

Questions concerning data on these two tables should be directed to Kathy Meland, Personnel Data Services, 4391.

* Source: Personnel Data Services, 1/82

**This is the first attempt to compile Seattle Public Schools staff mobility data, and the data were collected totally from manually-kept records, therefore, some caution should be taken in interpretation of the Staff Mobility Data Table.

POTENTIAL ADDITIONAL PERSONNEL STAFF DATA

The staff data presented here are just a few of the existing data possibilities. With the recent Personnel Services Department reorganization, a variety of data can now be more easily produced and made available for your use. Following are some examples of staff data that could be collected, analyzed, and presented in the future, if you're interested:

- Number and percent of type of staff (e.g., administrators, teachers, clerical, food services, etc.).
- Summary of staff's sex, ethnicity, age.
- Average salary; number and percent at different levels on the salary schedules.
- Education level; college majors.
- Number of years teaching in Seattle; number of total teaching years.
- Voluntary or involuntary assignment; number of years in the same assignment.
- Physical relationship between home location and work location; Seattle or out-of-city residence.
- Mobility factor from year to year; out-of-building movement and out-of-District movement; reason for leaving.
- Number of days absent, what days, what reason.
- Type of certificate held.
- Number and type of inservice classes and workshops attended.
- Union vs. non-union representation.

Data could be aggregated by building as well as by District.

If you are interested in this kind of information or have additional data needs and ideas, please call Kathy Meland, Personnel Data Services, 4391.

SAMPLE OF SECONDARY
BUILDING PERSONNEL DATA

SCHOOL: SECONDARY SCHOOL

AVERAGE STAFF SENIORITY: 17.4

Teaching Categories	# of Staff	Teaching Categories	# of Staff	Teaching Categories	# of Staff
ART:		MUSIC:		SPECIAL EDUCATION cont.:	
Art, General	3	Music, Instrumental	3	Adaptive P.E.	
Two-Dimensional Art	3	Music, Vocal	3	Devel. Pre-school	
Three-Dimensional Art	2	PHYSICAL EDUCATION:		Visually Impaired	
ALTERNATIVE:		Physical Educ.-Gen.	11	Hospital Instruction	
Corrections/Educ. Sp.		SCIENCE:		Occup. Therapist	
Altern. School, Sec.		Biology	6	Physical Therapist	
BUSINESS EDUCATION:		Chemistry	2	BILINGUAL CATEGORIES:	
Marketing/Dist. Ed.	1	Science - Gen.	5	Samoan	
Business Educ.-Gen.	7	Marine Biology		Cantonese	1
Bus. Ed.-Gen. (Voc.)	6	Physics	1	Eng. as 2nd Lang.	2
FOREIGN LANGUAGE:		SOCIAL STUDIES:		Bilingual Generalist	1
Chinese(Cantonese)	1	Soc. Studies Related	2	Ilokano	
French	1	Social Studies	24	Japanese	
German	2	TRADE & INDUST. EDUC.		Korean	1
Japanese		Auto Service		Mandarin	
Latin		Bldg. Constr. Trade		Pilipino(Tagalog)	
Chinese(Mandarin)	1	Commercial Food Serv.		Bilingual Reading	
Norwegian	1	Vocational Drafting		Spanish	
Pilipino(Tagalog)		Environ. Horticulture		Vietnamese	
Russian	1	Graphic Communication		SUPPORT SERVICES:	
Spanish	2	Machine Operations		Counselor	4
Swedish		Radio Communication		Nurse	
GENERALIST:		VOCATIONAL IND. ARTS:		Psychologist	
Generalist-Middle Sch		Auto Related	1	Social Worker	
HEALTH EDUCATION:		Construction			
Health Educ.-General	5	Indust. Electronics		MISC.:	
HOME ECONOMICS:		Metal Related		K-3	2
FEAST (Voc.)		Electrical Commun.		4-6	4
Home Ec.-General	3	Engineering		Music Spec.-Vocal	1
Sewing For Profit(Voc		Electricity/Electron.			
Useful (Voc.)	3	Communication Survey			
INDUSTRIAL ARTS:		SECONDARY SPECIALIST:			
Automotive	3	Gifted Specialist			
Electricity/Electron.		Librarian	1		
Industrial Arts-Gen.	4	Traffic Education	2		
Graphics	1	SPECIAL EDUCATION:			
LANGUAGE ARTS:		Audiologist			
Language Arts-Gen.	24	Behavior Disability	3		
Drama	4	Vocational Couns.	1		
Journalism	2	Commun. Disorder Spec.	1		
Reading	2	Spec. Educ.-Generic	5		
MATHEMATICS:		Hearing Impaired			
Algebra/Geometry	9	Hearing Imp. Couns.			
Pre-Calculus, Calc.	5	Deaf/Blind			
Mathematics-Gen.	9	Mentally Handicapped	3		
Computer Programming	1	Orthoped. Handicapped			

KM:aa
1/82

SAMPLE OF
STAFF MOBILITY DATA

SECONDARY SCHOOL
SCHOOL

Staff Type	1979-80		1980-81		1981-82	
	Number	Percent	Number	Percent	Number	Percent
Administrators	0/4	0	0/3	0	0/4	0
Teachers	9/63	14	10/62	16	1/86	1
Clerical	0/7	0	3/7	43	0/7	0
Paraprofessional	2/7	29	1/5	20	0/2	0
Food Services	0/5	0	0/4	0	1/5	20
Custodians	1/7	15	3/7	43	0/8	0

KM:aa
1/82

SAMPLE OF ELEMENTARY
BUILDING PERSONNEL DATA

SCHOOL: ELEMENTARY SCHOOL

AVERAGE STAFF SENIORITY: 16.8

Teaching Categories	# of Staff	Teaching Categories	# of Staff
ELEMENTARY:		BILINGUAL:	
Kindergarten-Grade 3	16	Samoan	
Grades 4-6	15	Cantonese	
Art Specialist		Eng. as 2nd Language	1
Distar		Bilingual Generalist	1
Early Child. Educ.		Ilokano	
Follow Through		Japanese	
Gifted Specialist		Korean	
Music Spec.-Instrumental		Mandarin	
Librarian	2	Pilipino (Tagalog)	
Math Specialist	2	Bilingual Reading	1
Physical Ed. Specialist	3	Spanish	
Reading Specialist	2	Vietnamese	
Science Specialist	1	MISC.:	
Music Spec.-Vocal	1	Algebra/Geometry	1
Alternative Elementary		Music, Vocal	1
SPECIAL EDUCATION:		Art, General	2
Audiologist		Home Ec., Gen.	1
Behavior Disability		Lang. Arts	1
Vocational Counselor		Journalism	1
Communication Disorder Sp.		Reading-Secondary	1
Special Ed.-Generic	1	PE-Secondary	1
Hearing Impaired		Social Studies	2
Hearing Impaired Counselor		Two-Dimensional Art	1
Deaf/Blind			
Mentally Handicapped			
Orthopedically Handicapped	1		
Adaptive P.E.			
Developmental Pre-school			
Visually Impaired			
Hospital Instruction			
Occupational Therapist			
Physical Therapist			
SUPPORT SERVICES:			
Counselor			
Nurse			
Psychologist			
Social Worker			

KM:AA
1/82

SAMPLE OF
STAFF MOBILITY DATA

ELEMENTARY SCHOOL
SCHOOL

Staff Type	1979-80		1980-81		1981-82	
	Number	Percent	Number	Percent	Number	Percent
Administrators	0/1	0	0/1	0	0/1	0
Teachers	4/22	18	1/20	5	2/23	9
Clerical	0/2	0	0/2	0	2/3	67
Paraprofessional	0/4	0	1/3	33	1/4	25
Food Services	0/3	0	0/2	0	0/2	0
Custodians	0/2	0	1/2	50	0/2	0

KM:aa
1/82

SUGGESTIONS FOR USING TEST RESULTS & SUMMARY REPORTS FOR PROGRAM PLANNING

As the title states, what follows are some suggestions that may be useful to you in developing strategies for strengthening subject matter areas found weak through an achievement test. Only the group summary sheets and their use in the planning process have been discussed below. This is partly because of the nature of the of the school-based planning process and partly because of the fact that most of the staff are less familiar in using the group reports than they are in interpreting the scores for each individual student.

Note that the title says "suggestions": They are only that and you may have other ways of using these results and reports. If you do, we would like to hear about them and pass them on in a future edition of this paper. Please address them to the Testing Office, Administrative and Service Center.

Below, then, you will find descriptions of two reports from the California Achievement Testing (CAT) Program, references to other reports, definitions of terms and some uses of the reports. You will also find information concerning the use of the CAT and other tests with special education students, the major report from the Minimum Competencies Performance Testing Program and the Kindergarten Profile.

The first of the two reports from the CAT is:

The Score Distribution Report

Description. This report contains the school medians, and the first and third quartile breaks for each subtest as related to the national sample. The mean raw scores, standard deviations and mean national percentile scores for each subtest are included.

Definition of Terms. The most useful scores found on this report (see Appendix 1) are the medians and quartiles. The percentiles (P-ile on the reports - see (1) on the example) listed there are based upon the comparison of your school's or program's raw scores (RS) to the national percentile ranking. This is done as follows:

Q3 Third Quartile (see (2) on the example) - This score is derived from the raw score of the student who scored better than 75 percent of the other students in your school. For this score to make normative sense, it is compared to the distribution of scores of the national sample. In the example provided we find that on the Vocabulary test, the student that did better than 75 percent of the students in the school scored as well as or better than 83 percent of the students in the nation. This is to the good; for if the national sample and the school were exactly alike at this test score level the figure found here would be 75.0.

Median or Fiftieth Percentile (see (3) on the example) - This score is derived in the same way, except that here we are concerned with the student who scored as well as or better than fifty percent of the other

students in your school. That particular raw score is matched with the score distribution of the national sample to see how far up or down that distribution this score would fall. In the example the school's median Vocabulary raw score was 21 which means that your middle scoring student did better than fifty-six percent of the students in the national sample.

Q1 or the First Quartile (see (4) on the example) - This score is based upon your school's lowest twenty-fifth percentile raw score as compared to the national sample. In the example, the student scoring as well as or better than twenty-five percent of the students in the school scored better than twenty-eight percent of the national sample.

How to Read the Report. Summarizing the example used in defining the terms we find that for Vocabulary the school looks like this:

School		Nation*
Q3 = 83.0	as compared to the	Q3 = 75.0
Median = 56.0	national sample which	Median = 50.0
Q1 = 28.0	would look like this:	Q1 = 25.0

As can be seen, the distribution of scores for the school is somewhat higher than the national sample. What makes this combination of scores more interesting than just the commonly reported median is that we can analyze the scores of the groups at three different scoring levels; in the example we can see that the differences of each group from the national sample increases from Q1 to Q3.

An example with a different message is that of the Spelling subtest:

School	Nation*
Q3 = 76.0	Q3 = 75.0
Median = 34.0	Median = 50.0
Q1 = 12.0	Q1 = 25.0

The data shown here indicates that the middle and low scoring students had more trouble with the Spelling test than did the middle and low scoring students in the national sample. This was not the case with the school's high scoring students. In this way, then, you can study your school's performance on each subtest.

How You Can Visualize the Information. There is a way to make these tabled differences stand out. You will need graph paper with squares divided into tenths. The graph portion itself should be at least nine squares high and eleven squares long. The vertical axis should record the percentiles from 0 to 90 or from 10 to 100, depending on how high your scores go, and the horizontal axis should list the subtests (see Appendix 2).

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* Note that, by design, Q3, the Median, and Q1 of the national sample always equal to 75, 50, and 25, respectively.

With that done, take the score distribution report, and mark the Q1 scores of each subtest round there in the appropriate place on the graph. Next connect the dots. Do this for the median scores and finally the Q3 scores. (It is recommended that you do the Q1 dots and connect the lines before you do the medians. If you do all the Q1 median and Q3 dots at once and then connect the dots, you may connect the wrong dots.)

To indicate the performance of the national sample, move up the vertical percentile axis until you find the twenty-fifth percentile. Draw a horizontal line across the graph and label it Q1. Move on up to the 50th percentile for the median, mark and move on up to the seventy-fifth percentile and mark again. Draw the horizontal lines at the marks and label those lines appropriately.

Looking at the example in Appendix 2 you can see that this graphing process causes the areas of relative weakness and strengths to stand out. Of immediate concern in this example would be the spelling scores of the low and average scoring students, the Language Expression subtest scores for all groups and the math scores. Note the relatively weaker performance of the high scoring group (Q3) on the Math Concepts/Applications subtests.

The Item Analysis Report

Description. This report will provide you with information concerning the performance of your school in each test item (see Appendix 3). Here you will find the item title (limited to twenty or less letters), the item number, the number of students choosing answer choice A, B, C, D and E and the number who omitted the item (under the x heading). Next comes the percent selecting each answer choice and omitting the item. The asterisk indicates the correct answer for that item. Following this information, you will find the percent of the students in the District who answered the item correctly and, finally, the percent of the national sample that gave the right answer. Thus, on this report you have your school's, the District's and the national sample's performance on each item. It may be easier to interpret the information on this report by writing the school percent correct right next to the District and National percent in the manner found for the Spelling, Language Mechanics and Language Expression subtests on the example in the appendix. The next step is to place a checkmark by each item where the school percent correct is minus eight percent or more than the District or national percent. (For the most part, the District sets a higher standard than the national sample. It is easy to tell where this is not so in which case the national percent should be used.) On the Spelling subtest in the example, nine of the twenty items met this criterion. Looking across to the item titles we find that these students have trouble with words including consonant/phoneme/grapheme qu/kw and ph/f, r - controlled er, f to v-es, combination au, long a, v-c- final e and long o, ou generalizations.

As for the Language Expression subtest, two areas of weakness clearly stand out; the use of adjectives (items 36-40) and transitional words. Verb tense-present and future - appears to be another problem (items 34 and 35).

The above step will aid in picking out the major areas of weakness--the first cut. The second cut would be to look at those items on which the

school scored less than eight percentage points lower than the other two samples. Realize when you do this that the unreliability that goes with any test and with small numbers of students can cause these differences. It would perhaps be best before going to this step to use the eight or more criterion on the items of the other subtests where the graph shows areas of concern.

What happens when the percent correct for the school on all items of a subtest are above the District and national percent? A good question and one which the CAT is really not equipped to answer. Perhaps a process reverse from the above would be possible so that you key in on those items that the percent correct is closest to the national or District percents and then work with greater and greater differences. It would seem, should the District and national percents be already high, that your lower scoring students would benefit more from further instruction in the area in question. Where the percent correct by the District and the national samples is already low, your middle and high scoring students may benefit more.

Uses of These and Other CAT Reports

Review of the Score Distribution Report and the item analysis in this way will assist you and the teachers in setting remediation priorities and in reviewing the curriculum to determine where the concepts are taught and/or where more emphasis should be made. It may well be that many of the concepts will be taught in the usual flow of instruction during the school year.

A Caution. You will have noted that generally a concept is measured by one item or a few items of differing difficulty. Such information is OK as a guide, but if you really wish to pinpoint the problems for each student, should there be any, a subject matter diagnostic test should be used. Such tests exist in reading and math and can be ordered from the Testing Office.

Item Analysis for CAT Levels 11, 12 and 13. Except for a tedious process, the diagnostic testing mentioned just above is the only way weaknesses with particular concepts or skills in grade 1, 2 and 3 may be found, as there is no item analysis available. The tedious method is to select those subtests that the graph indicates should be of some concern, gather together the students' completed test booklets and tally for each item in those subtests the number of students who answered correctly. In a following memo you will receive the item titles for these test levels and the percent of the national sample that answered each correctly.

Fall-Spring Comparisons. The spring reports are read and dealt with in the same way with the further dimension that they may be used to evaluate the planning and work that went on during the year. You can do this evaluation simply by comparing the Q1, median and Q3 figures for each subtest on the fall and spring score distribution report like so:

LANGUAGE MECHANICS

	Fall	Spring
Q3	71.0	76.0
Median	52.0	55.0
Q1	23.0	23.0

or by graphing them out as in Appendix 4a. In fact, as shown in that appendix, you can graph them out for each year the District used the CAT. You should already have the necessary score distribution report from the past on file. If not, please contact the Testing Office.

Remember that the National Q1, Median and Q3 will always be, fall and spring, 25, 50 and 75, respectively. Thus, if your school were to perform as expected, based upon the performance of the national sample, you would see little or no change in quartile or median scores from fall to spring. Basically, that is the situation for the Language Mechanics in the example just above. The students' acquisition of the tested skills and knowledge or "growth" was the same as that of their national peers. You must again keep in mind that no test is perfectly reliable and that the amount of unreliability increases as the number of students in the sample decreases. The change noted in the example was not a significant one because of this. Unfortunately with this type of fall-spring gain where the same students are involved in both testing sessions, there is no rule-of-thumb to follow to determine significance. The Testing Office may be able to provide this information, but that will depend upon finding an efficient way to run the statistical procedures and then upon the speed and accuracy with which all schools return their completed answer sheets and class lists for scoring after the test administration. Most likely, however, it will not be available until the following fall, thus eliminating its use for immediate feedback. (The writer, however, would consider, except for very small schools, a fifteen percentile point difference something to consider--but the writer would also hedge if held to it.)

The Historical Aspect. Having mentioned the historical aspect of these reports, changes from fall to fall on the same test could well be due to a change in the student population on non-school variables, and/or to their mobility, i.e., those taught the year before left and were replaced by others who did not get full benefit of the program. However, such graphs, as shown in Appendix 4b, are useful for determining discrepant subtest trends. It is not uncommon for a school staff, when plotting or graphing the trends, to note that the math scores may be changing at a different rate or in an entirely different direction than the reading scores. Given limited resources, efforts to recover one weakness or to emphasize one aspect of the curriculum may well take resources away from other subject matter areas. Graphing such trends or being alert to them will aid you in creating a balance.

Finding the Students. Once you have determined the areas on which you want to place an emphasis, you may also wish to know the students who could benefit the most from this emphasis. For example, you may want to know the names of the students in the lower quartile so further diagnostic work can be done. Simply scan down the class lists (see Appendix 5) under the subtest of interest and make a mark by each percentile score that is 25 or lower. (This has been done for the Language Expression subtest in Appendix 5.) The

class list lists the students and his/her performance on each subtest in the form of the raw score (number correct), percentile* and stanine**. If your orientation is toward stanines, then pick those students whose scores fall into the 1st, 2nd or 3rd stanine (the 23rd percentile and below).

How Many Students? If you are interested in the numbers of students involved for grouping purposes or for obtaining resources, you can use the Stanine Distribution Report (see Appendix 6). Under the subtest heading you will find the percent of students scoring in each stanine and in the upper, middle and lower three stanines (see the UPPER3, MIDDL3, LOWER3 rows). The number of students tested on a particular subtest can be found at the bottom of the column. In the example, should you wish to do some further diagnostic work with the students obtaining low scores on the reading subtests (that is, the third stanine or below), you would look over to the "Total Reading" column and note that 59 students received Total Reading scores and that 23.72 percent of those scores fell into the lower three stanines. This, then, would involve 14 students (59 x .2372). Should you want to add the fourth stanine, there would be 21 students ([.2372 + .1186] x 59 = 20.99).

If, on the other hand, you wanted to develop a reading program for the highest scoring 20 percent of the students in your school, you would use the Score Distribution Report with the frequency distribution on it (see Appendix 7). In the example, twelve students met this criterion (59 x .20 = 11.8) on the Total Reading subtest. Thus, starting with the highest raw score gained (see the frequency column under the Total Reading heading) which was 67--two students obtained that score--move down and add the numbers of students obtaining each raw score until twelve students are accounted for and note the raw score (57). (Since three students obtained a score of 57 your actual group would contain 14 individuals, although you needed only one more.)

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* A national percentile rank indicates the percentage of students in the national sample who scored lower than a given score on a test. For example, a percentile rank of 60 means that 60% of the national norm group scored lower on the test.

** The stanine draws its name from the fact that it is STAndard score from a scale of NINE units. A student's raw score is converted to a stanine score by using a scale of equal units from 1 through 9. The mean on this scale is 5, and the standard deviation is 2.

Minimum Competencies Passed/Not Passed Listing

Description. This report lists for each student those subtests passed (P), not passed (NP) and omitted (---) as well as their performance on Parts 1 and 2 and the total test (see Appendix 8). It also summarizes by school and grade level the above information by number and percent. Further information is given concerning the number of students not taking the test at all.

Uses. This is the major report from the testing program and is used as follows:

- Diagnosis of individual student's strengths and weaknesses and assignment of remediation activities.
- Remediation program development at the school level.
- Indicator of direction for curriculum change in various courses to accommodate instruction in the test areas.

The Kindergarten Profile - Classlists

Description. The Kindergarten Profiles (see Appendix 9) detail the ratings of each child by their kindergarten teachers on eight dimensions using a 1 to 5 scale. These ratings are the summary of a year long process of observation and testing of the children's progress. The ratings are defined in brief as follows:

1 - has serious deficiencies, will have great difficulty functioning in first grade, needs special instructional program.

2 - some deficiencies, should make acceptable progress with additional instruction or services.

3 - will make acceptable progress in first grade.

4 - somewhat advanced and would benefit from supplemental instruction.

5 - extremely advanced and must be considered for a special education program.

The eight dimensions rated are social/emotional development, language development, speech, reading, math, motor development, health and the total child.

The reports list the children and their ratings and are organized by fall (first grade) attending school and classroom. The input sheets to the Testing Office are also returned to the fall school as the kindergarten teachers add information about each child that will be of use to the first grade teacher.

Uses. Initial diagnosis, grouping for instruction, where possible, program planning and documentation of the need for additional resources are uses of the data on this report.

The Kindergarten Profile - Score Distribution

Description. This report (see Appendix 10) summarizes the individual profile rankings for the school. The left hand column under RS lists the ratings as defined above. The next column (FRQ) indicates the number of students who were given each of the five ratings in social/emotional development and the P-AGE column provides the cumulative frequency. Each dimension is summarized in this way. In the example, four of the 31 students were rated as having serious deficiencies in social/emotional development while two were considered as extremely advanced. In both extremes consideration for special programs is recommended. On the other hand, eight were rated as having some deficiencies and seven were thought to be somewhat advanced. Supplemental work with both groups was recommended. While this report does not say what the nature of the supplemental instruction should be, it does indicate the magnitude and nature of areas to be explored and an idea of the need for resources.

A shortcoming of this report is that it does not tell you if the three or four children rated as 1 on most of the dimensions are the same children. The only way you can do that is to refer back to the individual profile listing.

These reports are organized by first grade classes by school and are sent to first grade teachers in the fall. Similar reports with a different format, so that a particular and appropriate dimension stands out, are sent to the Student Services, Health Services and Language, Speech and Hearing Offices.

Special Education Reports. CAT data for special education students will not be included in the building summary, nor summarized separately because there is such a wide age-range for each test level in handicapped populations, and this range distorts the mean score and its usual interpretation. Grade equivalent information by subtest from the spring CAT testing will be available from the Testing Office for individual students (see Appendix 11). This information will give you an idea of where the individual stands academically with his/her peers on a nationally normed test given to all students in the District. These data are useful as other pieces of information to confirm or cause thought about your judgements relative to the student's academic achievement.

Wide Range Achievement test scores, Slosson Oral Reading test scores, and Brigance test scores may be available from the new special education data base on the District computer by March 1, 1982. This is the first year of implementation of the District-wide testing program for special education, and modifications to the software, computer programming and data entry must be finished before the system will be operational.

If you have any questions or need assistance, please call the Testing and Technical Services Office at 587-4220.

BEST COPY AVAILABLE

REPORT NO - 29N-3015
RUN DATE 11/10/81

SEATTLE PUBLIC SCHOOLS
815 4TH AVENUE NORTH
SEATTLE, WASHINGTON 98109

626 CAT - LEVEL 15 - FORM C - GRADE 05 - FALL - 1981

SCHOOL

SCORE DISTRIBUTION

	VOCAB ①		READNG COMP		TOTAL READNG		SPELL		LANG MECH		LANG EXPRES		TOTAL LANG		MATH COMP		MATH CONC/ APPLI		TOTAL MATH		REFER SKILLS	
	RS	P-ILE	RS	P-ILE	RS	P-ILE	RS	P-ILE	RS	P-ILE	RS	P-ILE	RS	P-ILE	RS	P-ILE	RS	P-ILE	RS	P-ILE	RS	P-ILE
②Q3	26.0	83.0	32.0	81.0	56.0	80.0	15.0	76.0	17.0	71.0	30.0	73.0	47.5	74.5	22.0	65.0	28.0	69.0	53.0	73.0	22.5	82.0
③MED	21.0	56.0	21.0	50.0	44.0	56.0	10.0	34.0	14.0	52.0	23.0	38.0	37.0	43.0	17.0	45.0	21.0	47.0	38.0	46.0	18.0	50.0
④Q1	14.5	28.0	14.0	27.0	28.0	26.0	7.0	12.0	9.0	23.0	17.0	18.0	28.5	23.5	13.0	26.0	13.0	21.0	27.0	23.0	12.5	23.0
MEAN	20.2	52.0	21.9	52.7	42.2	52.4	10.9	41.2	13.6	49.2	23.3	39.2	37.3	43.6	18.9	52.6	21.8	50.2	40.9	51.8	17.3	46.5
S DV	6.7		9.5		15.1		5.0		5.1		8.3		12.3		7.9		10.2		16.7		6.2	

RS = RAW SCORE
P-AGE = ACCUMULATED PERCENTAGE
FREQ = NO. OF PUPILS AT A SCORE
P-ILE = NATIONAL PERCENTILE EQUIVALENCY

Q3 = 3RD QUARTILE = 3/4 OF PUPILS
MED = 2ND QUARTILE = 1/2 OF PUPILS
Q1 = 1ST QUARTILE = 1/4 OF PUPILS
GE = GRADE EQUIVALENT (ONE DECIMAL PLACE)

MEAN = ARITHMETIC MEAN OF RS DISTRIBUTION
S DV = STANDARD DEVIATION ROOT-MEAN-SQUARE OF SCORES ABOUT THE MEAN SCORE
ST = STANDARD SCORE

Q3
MEDIAN
Q1
VOCAB
READ COMP
TOTAL READ
SPELL
LANG MECH
LANG EXPR
TOTAL LANG
MATH COMP
MATH CONCEPTS
TOTAL MATH
REFER SKILLS

Appendix 2

FIRST OF SHEETS SUMMARIZED ON THIS PAGE IS
TEST 626 PAGE 1 DATE 1081 DISTRICT A SCHOOL
TEACHER 000 PERIOD 0 *HOME ROOM* 0000
FILE-ID OLA TOTAL SCORE 108 SERIAL 70522

QUESTION TITLE	#	NUMBER OF RESPONSES A	B	C	D	E	X	PERCENT OF RESPONSES A	B	C	D	E	X	DIST PRCNT	NATL PRCNT
CHAR ANALYSIS-MOTIVE	62	9	11	30*	6		5	14.7	18.0	49.1*	9.8		8.1	53.1	50.0
CHAR ANALYSIS-MOTIVE	63	3	16	11	27*		4	4.9	26.2	18.0	44.2*		6.5	52.1	47.0
CHAR ANALYSIS-TRAIT	64	5	8	5	39*		4	8.1	13.1	8.1	63.9*		6.5	69.3	66.0
INFER MEAN-MAIN IDEA	65	5	6	9	37*		4	8.1	9.8	14.7	60.6*		6.5	60.2	57.0
INFR MEAN-CAUSE/EFF	66	18*	23	7	9		4	29.5*	37.7	11.4	14.7		6.5	44.0	41.0
METAPHOR	67	2	4	11	40*		4	3.2	6.5	18.0	65.5*		6.5	60.7	56.0
METAPHOR	68	14	15	6	22*		4	22.9	24.5	9.8	36.0*		6.5	37.3	36.0
SIMILE	69	13	15	22*	7		4	21.3	24.5	36.0*	11.4		6.5	50.3	47.0
SIMILE	70	10	25*	14	8		4	16.3	40.9*	22.9	13.1		6.5	47.8	50.0
CONS PHONEM/GRAP C/J	1	50*	5	6				81.9*	8.1	9.8				81.9	85.6
FINAL E-ING	2	4	43*	12			2	6.5	70.4*	19.6			3.2	20.4	67.2
CONS PHON/GRAP QU/KW	3	1	49*	11			2	1.6	77.0*	18.0			3.2	22.0	87.5
R-CONTROLLED ER	4	40*	4	15	1		3	65.5*	6.5	24.5	1.6		1.6	65.5	78.2
CORRECT WORD	5	6	14	37*	1		3	9.8	22.9	60.6*	1.6		4.9	60.6	65.9
Y TO I -ES	6	10	27*	21	2		1	16.3	44.2*	34.4	3.2		1.6	40.8	48.5
CONS PHON/GRAP PH/F	7	38*	3	15	4		1	62.2*	4.9	24.5	6.5		1.6	62.2	77.1
COMBINATION AU	8	34*	8	16	1		2	55.7*	13.1	26.2	1.6		3.2	55.7	60.4
CON PHON/GRAP NK/NGK	9	4	40*	15	1		2	6.5	65.5*	24.5	1.6		1.6	65.5	67.8
R-CONTROLLED OR	10	33*	2	21	3		2	54.0*	3.2	34.4	4.9		3.2	54.0	60.3
F TO V -ES	11	25*	11	23			3	40.9*	18.0	37.7			3.2	40.9	54.1
COMBINATION AU	12	23*	15	19	1		3	37.7*	24.5	31.1	1.6		3.2	37.7	51.3
SILENT SGL LTR	13	4	35*	19	1		3	6.5	57.3*	31.1	1.6		3.2	53.3	56.2
LONG A, V-C-FINAL E	14	17	23*	16	2		3	27.8	37.7*	26.2	3.2		4.9	53.7	52.2
FINAL E -TH	15	20*	5	34			4	32.7*	8.1	55.7			3.2	32.7	35.5
CORRECT WORD	16	9	7	37*	2		4	14.7	11.4	63.9*	3.2		6.5	63.9	78.2
LONG O, OU	17	8	28*	20	2		3	13.1	45.9*	32.7	3.2		4.9	45.9	54.9
SCHWA	18	8	25*	22	2		3	13.1	40.9*	36.0	3.2		6.5	49.1	42.3
Y TO I -ES	19	14	27*	16			4	22.9	44.2*	26.2			6.5	44.3	36.1
ADD -TEEN	20	32*	2	23	1		3	52.4*	3.2	37.7	1.6		4.9	52.4	55.7
CAPITAL-PRONOUN I	1	1	2	51*	2	4	1	1.6	3.2	83.6*	3.2	6.5	1.6	83.6	87.4
CAP-BEGIN WORD,SENT	2	33*	3	2	3	18	1	54.0*	4.9	3.2	4.9	29.5	3.2	58.0	76.9
CAP-PROPER ADJ GEOG	3	1	5	2	40*	11	2	1.6	8.1	3.2	65.5*	18.0	3.2	66.5	80.5
CORRECT-NO CAPS	4	2	3	3	12	39*	2	3.2	4.9	4.9	19.6	63.9*	3.2	63.1	71.7
CAPITL-PERSONAL NAME	5		4	42*	4	10	1		6.5	68.8*	6.5	16.3	1.6	68.8	71.9
CAP-PROPER ADJ GEOG	6	5	3	1	33*	18	1	8.1	4.9	1.6	54.0*	29.5	1.6	62.2	74.0
CAP-BEGIN WRD,SALUT	7	1	17*	2	4	36	1	1.6	27.8*	3.2	59.0	6.5	1.6	60.6	63.0
CAPITL-TITLE,MOVIE	8	4		4	41*	11	1	6.5		6.5	67.2*	18.0	1.6	67.2	69.7
CAP-GEOG NAME,LAKE	9	3	1	5	24*	27	1	4.9	1.6	8.1	39.3*	44.2	1.6	39.3	55.4
CAP-BEGIN WRD QUOTAT	10	2	18*	7	4	29	1	3.2	29.5*	11.4	6.5	47.5	1.6	41.5	27.3
PUNCT-ENDMRKS PERIOD	11	2	52*	3	2	1	1	3.2	85.2*	4.9	3.2	1.6	1.6	86.2	86.9
COMMA-DATE	12	3	2	44*	3	7	2	4.9	3.2	72.1*	4.9	11.4	3.2	72.1	71.3
QUOT MARKS-DIVIDED	13	22*	2	2	3	30	2	36.0*	3.2	3.2	4.9	49.1	3.2	40.0	36.0
PUNCT-QUESTION MARK	14	5	47*	5	2		2	8.1	77.0*	8.1	3.2		3.2	72.0	80.5
CORRECT-NO PUNC	15	6	6	3		44*	2	9.8	9.8	4.9		72.1*	3.2	21.1	67.0
COMMA-DIRECT ADDRESS	16	6	22*	1	11	19	2	9.8	36.0*	1.6	18.0	31.1	3.2	45.0	38.7
QUOT MARKS TITLE	17	5	1	5	34*	14	2	8.1	1.6	8.1	55.1*	22.9	3.2	55.2	54.6
PUNCT-QUESTION MARK	18	7	5	6	40*		3	11.4	8.1	9.8	65.5*		4.9	65.5	78.0
QUOT MARKS-UNDIVIDED	19	34*	5	2	1	15	4	55.7*	8.1	3.2	1.6	24.5	6.5	55.7	52.4
COMMA-QUOTATION	20	2	18*	4	5	28	4	3.2	29.5*	6.5	8.1	45.9	6.5	21.5	35.1
COMMA-CITY/STATE	21	13*	8	4	1	31	4	21.3*	13.1	6.5	1.6	50.8	6.5	21.3	29.2
QUOT MARKS-DIVIDED	22	4	2	24*	2	24	5	6.5	3.2	39.3*	3.2	39.3	8.1	21.3	47.3
COMMA-SERIES	23	5	3	36*	3	8	6	8.1	4.9	59.0*	4.9	13.1	9.8	18.0	61.1
PUNCT-EXCLAM POINT	24	3	2	5	18*	28	5	4.9	3.2	8.1	29.5*	45.9	8.1	21.5	36.1
QUOT MARKS-UNDIVIDED	25	32*	5	7	2	15	5	52.4*		11.4	3.2	24.5	8.1	21.5	55.4
PRONOUN PERSONL POSS	26	56*	5					91.8*	8.1					91.8	92.1
PRONOUN PERSNL NOMIN	27	46*	14				1	75.4*	22.9				1.6	75.4	80.7
PRONOUN REFLEXIVE	28	8	50*				1	13.1	81.9*				4.9	80.1	89.1
PRONOUN PERSNL OBJ	29	9	40*	10			1	14.8	65.5*	16.3			3.2	65.5	74.8
PRONOUN PERSNL OBJ	30	31*	6	23			1	50.8*	9.8	37.7			1.6	60.6	63.7
VERBS AGREEMENT	31	16	44*				1	26.2	72.1*				1.6	72.1	74.6
VERBS AGREEMENT	32	17	43*				1	27.8	70.4*				1.6	72.1	74.8

REPORT 29N-3032

CAT-FALL 1981-GRADE 5

RUN DATE 11/19/81

ITEM ANALYSIS

FIRST OF SHEETS SUMMARIZED ON THIS PAGE IS
TEST 626 PAGE 1 DATE 1081 DISTRICT A SCHOOL
TEACHER 000 PERIOD 0 "HOME ROOM" 0000
FILE-ID

TOTAL SCORE 108 SERIAL 70522

QUESTION TITLE	#	NUMBER OF RESPONSES A	B	C	D	E	X	PERCENT OF RESPONSES A	B	C	D	E	X	DIST PRCNT	NAT'L PRCNT
VERBS TENSE,PAST	33	38*	7	7	8		1	62.2*	11.4	11.4	13.1		1.6	66.1	72.0
VERBS TENSE,PRESENT	34	36*	8	12	3		2	59.0*	13.1	19.6	4.9		3.2	75.6	63.0
VERBS TENSE,FUTURE	35	12	3	33*	12		1	19.6	4.9	54.0*	19.6		1.6	69.3	67.0
ADJECTIVE SUPERLATIV	36	11	7	42*			1	18.0	11.4	68.8*			1.6	80.6	78.0
ADJECTIVE COMPARATIV	37	10	39*	11			1	16.3	63.9*	18.0			1.6	77.6	74.0
ADJECTIVE POSITIVE	38	47*	5	8			1	77.0*	8.1	13.1			1.6	87.1	84.0
ADJECTIVE COMPARATIV	39	15	36*	6	3		1	24.5	59.0*	9.8	4.9		1.6	70.1	67.0
ADJECTIVE SUPERLATIV	40	16	12	26*	4		1	26.2	19.6	45.9*	6.5		1.6	64.6	59.0
MODIFIER, ADJECTIVE	41	49*	8	2			2	80.3*	13.1	3.2			3.2	85.7	83.0
MODIFIER, ADVERB	42	7	46*	7			1	11.4	75.4*	11.4			1.6	82.6	83.0
MODIFIER, ADJECTIVE	43	42*	15	1	1		2	68.8*	24.5	1.6	1.6		3.2	73.9	77.0
TRANSITNL CONNECTIVE	44	1	13	41*	5		1	1.6	21.3	67.2*	8.1		1.6	78.8	75.0
TRANSITNL PREPOSITN	45	8	7	9	36*		1	13.1	11.4	14.7	59.0*		1.6	78.6	77.0
TRANSITNL CONNECTIVE	46	5	22	4	29*		1	8.1	36.0	6.5	47.5*		1.6	66.9	64.0
SENT STRUCT SUBJECT	47	3	6	43*	8		1	4.9	9.8	70.4*	13.1		1.6	74.5	68.0
SENT STRUCT SUBJECT	48	3	12	39*	6		1	4.9	19.6	63.9*	9.8		1.6	70.8	61.0
SENT STRUCT SUBJECT	49	23*	11	11	15		1	37.7*	18.0	18.0	24.5		1.6	40.5	48.0
SENT STRUCT VERB	50	9	13	13	25*		1	14.7	21.3	21.3	40.9*		1.6	46.2	40.0
SENT STRUCT VERB	51	20*	25	7	8		1	32.7*	40.9	11.4	13.1		1.6	41.7	41.0
SENT STRUCT VERB	52	2	23*	21	14		1	3.2	37.7*	34.4	22.9		1.6	44.6	32.0
INCOMPLETE SENTENCE	53	17	13	30*			1	27.8	21.3	49.1*			1.6	52.9	46.0
COMPLETE SENTENCE	54	13	40*	7			1	21.3	65.5*	11.4			1.6	62.1	64.0
RUN-ON SENTENCE	55	35*	15	10			1	57.3*	24.5	16.3			1.6	67.7	64.0
INCOMPLETE SENTENCE	56	20	12	27*			2	32.7	19.6	44.2*			3.2	48.9	42.0
RUN-ON SENTENCE	57	23*	32	5			1	37.7*	52.4	8.1			1.6	55.9	48.0
PARA ORG SENT SEQUEN	58	46*	8	2	3		2	75.4*	13.1	3.2	4.9		3.2	82.8	78.0
PARA ORG SENT SEQUEN	59	5	6	45*	2		3	8.1	9.8	73.7*	3.2		4.9	72.5	67.0
PARA ORG SENT SEQUEN	60	3	3	6	46*		3	4.9	4.9	9.8	75.4*		4.9	78.0	73.0
PARA ORG SENT SEQUEN	61	5	37*	13	3		3	8.1	60.6*	21.3	4.9		4.9	50.2	47.0
PARA ORG SENT SEQUEN	62	1	7	43*	7		3	1.6	11.4	70.4*	11.4		4.9	70.7	64.0
PARA ORG SENT SEQUEN	63	9	11	10	28*		3	14.7	18.0	16.3	45.9*		4.9	56.4	50.0

NUMBER OF SHEETS SUMMARIZED ABOVE------> 61

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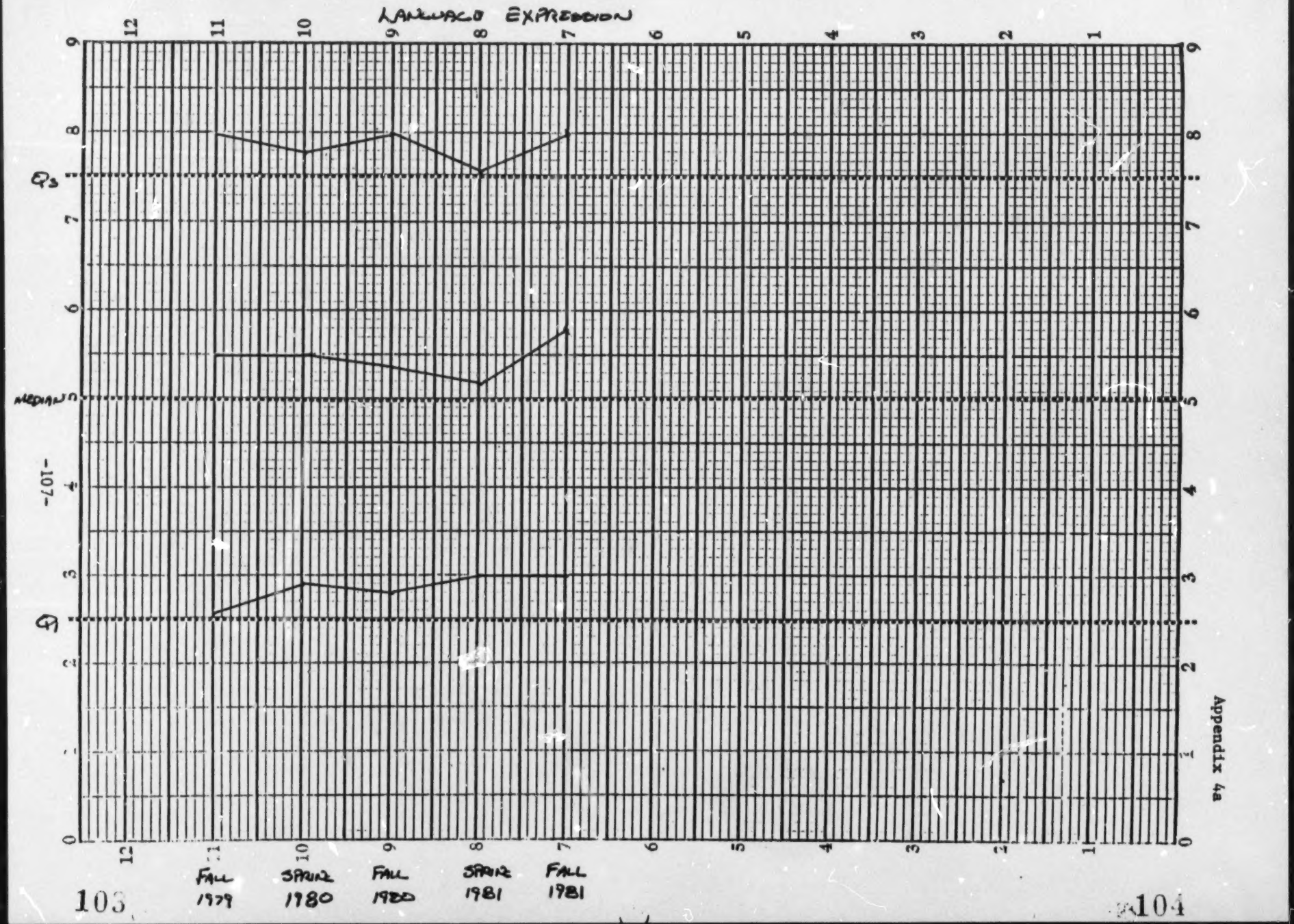
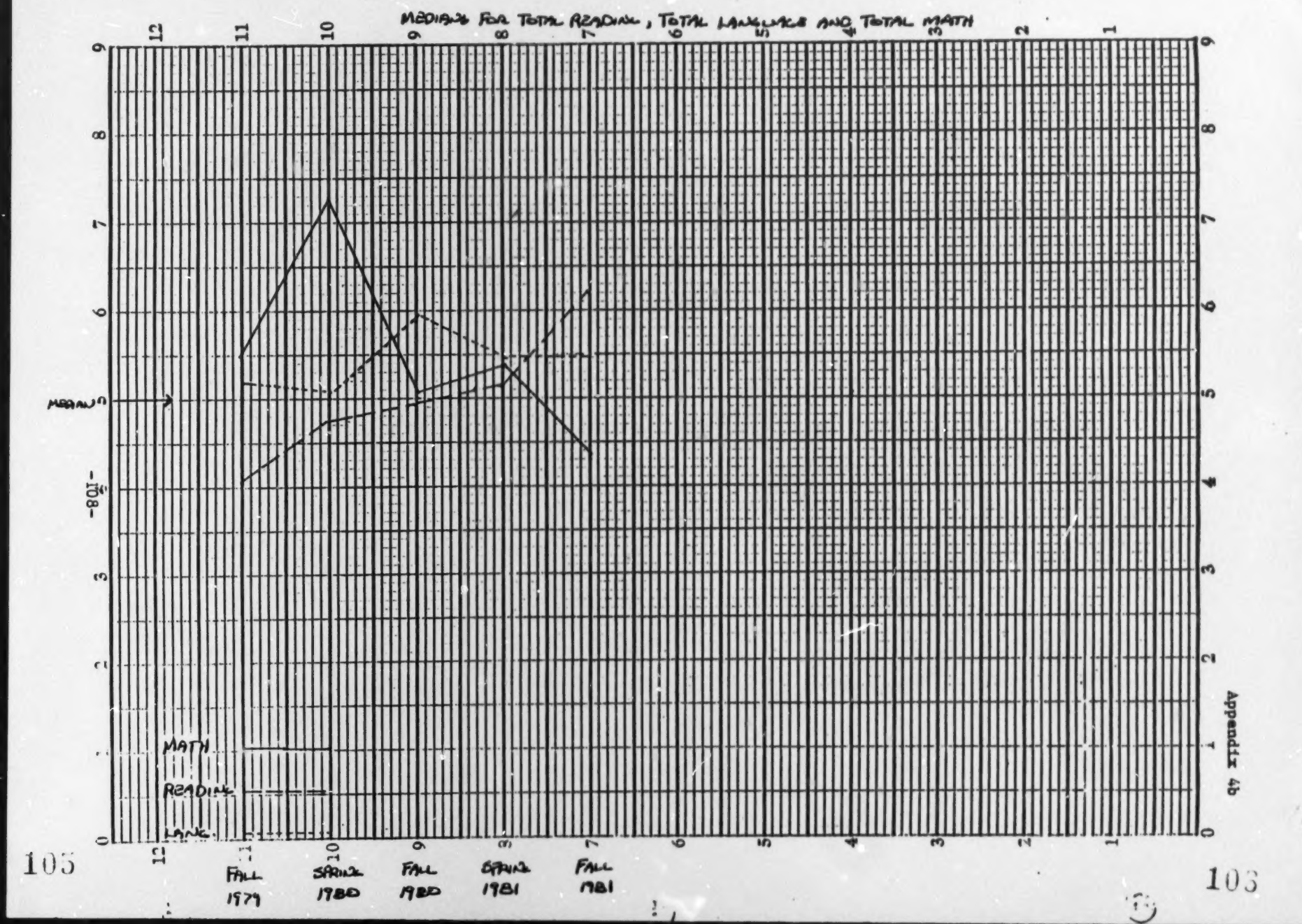

LAKEWACO EXPRESSION
Q3
MEDIAN
Q1
FALL 1979
SPRING 1980
FALL 1980
SPRING 1981
FALL 1981

Appendix 4a


MEDIANS FOR TOTAL READING, TOTAL LANGUAGE AND TOTAL MATH
MEANS
-NCE-
MATH
READING
LANG.
FALL 1979
SPRING 1980
FALL 1980
SPRING 1981
FALL 1981

Appendix 4b

REPORT NO - 29N-3014
RUN DATE 10/29/81

SEATTLE PUBLIC SCHOOLS
815 4TH AVENUE NORTH
SEATTLE, WASHINGTON 98109

626 CAT - LEVEL 15 - FORM C - GRADE 05 - FALL 1981

SCHOOL 16

CLASS LIST

RS = RAW SCORE P = PERCENTILE S = STANINE
GE = GRADE EQUIV ST = STANDARD SCORE

STUDENT NAME AND ID NUMBER

		RS	P	S	RS	P	S	RS	P	S	RS	P	S	RS	P	S	RS	P	S	RS	P	S	RS	P	S
		VOCAB			READNG COMP			TOTAL READNG			SPELL			LANG MECH			LANG EXPRES			TOTAL LANG			MATH COMP			MATH CONC/ APPLI			TOTAL MATH			REFER SKILLS		
AI	7476	23	6	6	17	3	4	40	4	5	12	5	3	15	5	8	31	7	7	46	7	6	11	1	3	25	6	6	36	4	5			
C	3707	6	3	1	17	3	4	23	1	3	4	2	1	13	4	5	21	3	4	34	3	4	11	1	3	20	4	4	31	3	4	11	1	3
CI	6186	15	3	4							12	5	3	9	2	4	20	2	4	29	2	4	13	2	4	10	1	3	23	1	3	18	5	5
CC	3384	9	1	3	13	2	4	22	1	3	3	1	1	7	1	3	15	1	2	22	1	3	15	3	4	10	1	3	25	1	3	8	2	2
DJ	7286	8	2	2	11	1	3	19	2	2	3	1	1	4	2	2	14	1	2	18	2	2	10	1	3	3	1	1	13	1	1	1	1	1
DI	5360	21	5	5	36	9	8	57	8	7	14	6	6	18	7	7	31	7	8	49	7	7	22	6	5	27	6	6	49	6	5	21	7	6
HI	3237	26	8	7	9	2	2	35	3	4	12	5	3	16	6	6	15	1	3	31	2	4	13	2	4	6	1	2	19	1	2	9	1	3
HJ	0281										1	1	1				1	1	1				13	2	4							2	1	1
HI	4853	23	6	6	24	5	5	47	6	6	17	8	8	19	8	7	27	5	5	46	7	6	16	4	5	22	5	5	38	4	5	22	7	7
JC	5378	18	4	5	15	3	4	33	3	4	10	3	4	17	7	6	22	3	4	39	4	5	15	3	4	20	4	5	35	4	5			
LI	1745	12	2	3	12	1	3	24	1	3	14	6	8	14	5	5	18	2	3	32	3	4	32	9	3	31	7	7	63	8	9	18	5	5
MI	7806	27	8	8	36	9	8	63	9	8	14	6	6	23	9	7	35	9	8	58	9	8	31	9	8	42	9	9	73	9	8	25	9	8
ME	5914	20	5	5	22	5	5	42	5	5	3	1	1	7	1	3	21	3	4	28	2	3	13	2	4	14	2	4	27	2	4	7	1	2
MI	9613	23	6	6	21	5	5	44	5	5	11	4	3	15	5	5	22	3	4	37	4	5	15	3	4	20	4	5	35	4	5			
O	6917	23	6	6	22	5	5	45	5	5	9	2	5	12	3	9	25	4	6	37	4	5	10	1	3	23	5	5	33	3	6	22	7	8
RI	7468	25	7	7	33	8	7	58	8	7	15	7	6	16	6	6	30	7	6	46	7	6	22	6	5	26	6	6	48	6	6	23	8	7
SI	7376	26	8	7	36	9	8	62	9	8	19	9	8	24	9	9	31	7	8	55	9	8	21	6	6	25	6	6	46	6	6	19	5	5
SI	6289	25	7	7	32	8	7	57	8	7	16	8	7	15	5	5	30	7	6	45	6	6	33	9	5	39	9	9	72	9	9	24	9	8
SI	7154	15	3	4	6	2	1	21	1	3	4	2	1	10	2	4	12	1	2	22	1	3	13	2	4	10	1	3	23	1	3	10	1	3
V	8407	21	5	5	17	3	4	38	4	5	5	2	2	11	3	4	12	1	2	23	1	3	11	1	3	11	1	3	22	1	3			
Z	5380	20	5	5	33	8	7	53	7	6	14	6	8	12	3	9	25	4	6	37	4	5	22	6	5	21	4	7	43	5	5	24	9	8
MEDIAN NATIONAL PERCENTILE		56	0		50	0		52	0		51	0		55	0		33	0		43	0		36	0		45	2		40	0		50	0	
NUMBER OF PUPILS		20			19			19			21			20			21			20			21			20			20			17		

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Appendix 5

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REPORT NO - 29N-3015
RUN DATE 11/10/81

SEATTLE PUBLIC SCHOOLS
815 4TH AVENUE NORTH
SEATTLE, WASHINGTON 98109

626 CAT - LEVEL 15 - FORM C - GRADE 05 - FALL 1981

SCHOOL — STANINE DISTRIBUTION

STN	NPD	VOCAB	READNG COMP	TOTAL READNG	SPELL	LANG MECH	LANG EXPRES	TOTAL LANG	MATH COMP	MATH CONC/ APPLI	TOTAL MATH	REFER SKILLS
ACTUAL PERCENTAGE DISTRIBUTION												
9	04	8.33	5.08	6.77	6.55	3.33	6.55	8.33	6.66	8.47	8.47	3.57
8	07	5.00	6.77	5.08	13.11	8.33	6.55	3.33	6.66	5.08	3.38	12.50
7	12	25.00	13.55	16.94	4.91	11.66	9.83	11.66	3.33	6.77	8.47	17.85
UPPER	3	38.33	25.42	28.81	24.59	23.33	22.95	23.33	16.66	20.33	20.33	33.92
6	17	10.00	15.25	13.55	11.47	11.66	13.11	15.00	20.00	22.03	13.55	10.71
5	20	16.66	22.03	22.03	8.19	21.66	13.11	18.33	18.33	16.94	25.42	21.42
4	17	13.33	16.94	11.86	24.59	25.00	21.31	18.33	23.33	13.55	16.94	8.92
MIDDL	3	40.00	54.23	47.45	44.26	58.33	47.54	51.66	61.66	52.54	55.93	41.07
3	12	18.33	11.86	18.64	9.83	11.66	11.47	13.33	16.66	18.64	16.94	14.28
2	07	1.66	5.08	3.38	8.19	6.66	9.83	8.33	5.00	3.38	5.08	7.14
1	04	1.66	3.38	1.69	13.11		8.19	3.33		5.08	1.69	3.57
LOWER	3	21.66	20.33	23.72	31.14	18.33	29.50	25.00	21.66	27.11	23.72	25.00
NUMBER OF PUPILS		60	59	59	61	60	61	60	60	59	59	56

STN = STANINE
NPD = NORMAL PERCENTAGE DISTRIBUTION

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REPORT NO - 29M-3015
RUN DATE 11/10/81

SEATTLE PUBLIC SCHOOLS
815 4TH AVENUE NORTH
SEATTLE, WASHINGTON 98109

626 CAT - LEVEL 15 - FORM C - GRADE 05 - FALL 1981

SCHOOL

SCORE DISTRIBUTION

RS	VOCAB FRQ	VOCAB P-AGE	READNG COMP FRQ	READNG COMP P-AGE	TOTAL READNG FRQ	TOTAL READNG P-AGE	SPELL FRQ	SPELL P-AGE	LANG MECH FRQ	LANG MECH P-AGE	LANG EXPRES FRQ	LANG EXPRES P-AGE	TOTAL LANG FRQ	TOTAL LANG P-AGE	MATH COMP FRQ	MATH COMP P-AGE	MATH CONC/ APPLI FRQ	MATH CONC/ APPLI P-AGE	TOTAL MATH FRQ	TOTAL MATH P-AGE	REFER SKILLS FRQ	REFER SKILLS P-AGE	RS
85																				100.0			85
84																				100.0			84
83																				100.0			83
82																				100.0			82
81																				100.0			81
80																				100.0			80
79																				100.0			79
78																				100.0			78
77																			3	100.0			77
76																				94.9			76
75																				94.9			75
74																				94.9			74
73																			1	94.9			73
72																				93.2			72
71																			1	91.5			71
70						100.0														91.5			70
69						100.0														91.5			69
68						100.0														91.5			68
67					2	100.0													1	91.5			67
66						96.6														89.8			66
64						94.9														88.1			65
64						93.2														88.1			64
63					2	93.2								100.0					1	88.1			63
62					2	91.5								100.0						86.4			62
61						88.1								100.0						84.7			61
60						86.4								100.0						84.7			60
59						84.7							2	100.0					1	83.0			59
58						81.3							2	98.0						83.0			58
56						76.3							2	96.0					2	83.0			56
55						74.5							2	94.0						79.6			55
54						71.1							2	92.0						77.9			54
53						69.4							2	90.0						76.2			53
52					2	67.7							2	88.0					1	74.5			52
51						64.4							2	86.0						72.8			51
50						64.4							2	84.0						72.8			50
49						64.4							2	82.0						72.8			49
48						64.4							2	80.0						71.1			48
47					2	62.7							2	78.0					1	69.4			47
46					2	59.3							2	76.0						67.7			46
45					2	57.6							2	74.0				100.0		66.1			45
44					2	54.2							2	72.0			1	100.0		64.4			44
43					2	52.5							2	70.0			1	98.3	2	61.0			43
42			2	100.0	2	47.4							2	68.0			2	96.6	3	59.3			42
41			2	100.0	2	44.0							2	66.0			3	94.9	3	54.2			41
40			2	100.0	2	40.6							2	64.0	1	100.0	3	93.2	3	52.5			40
39			2	100.0	2	38.9					1	100.0	2	62.0	1	100.0	3	91.5	3	47.4			39
38			2	96.6	2	35.5					1	100.0	2	60.0	1	98.3	3	89.8	3	47.4			38
37			4	94.9	2	33.8					1	98.3	2	58.0	1	95.0	2	86.4	3	45.7			37
36			2	88.1	1	32.0					1	96.6	2	56.0	1	93.3	2	84.7	2	40.6			36
35			2	86.4	1	30.3					1	94.9	2	54.0	1	93.3	2	83.0	2	38.9			35
34			2	84.7	1	28.8					1	93.2	2	52.0	1	93.3	4	81.3	2	37.2			34
33			2	81.3	1	27.1					1	91.5	2	50.0	1	91.6	2	79.6	2	35.5			33
32			2	77.9	1	25.4					1	89.8	2	48.0	2	90.0	1	77.9	1	32.0			32
31			2	74.5	1	23.7					1	88.1	2	46.0	1	86.6	2	76.2	1	30.3			31
30	1	100.0	1	74.5	1	22.0					1	86.4	2	44.0	1	86.6	1	74.5	1	28.8			30
29	1	98.3	1	72.8	1	20.3					1	84.7	2	42.0	1	86.6	2	72.8	1	27.1			29
28	1	91.6	1	71.1	1	18.6					1	81.3	2	40.0	1	86.6	1	71.1	1	25.4			28
27	2	86.6	4	71.1	1	23.7					4	63.9	1	23.3	1	85.0	4	72.8	2	27.1			27

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REPORT NO. 24N-3066
SEATTLE SCHOOL DISTRICT NO. 1
SEQUENCE : SCHOOL/GRADE/NAME

MINIMUM COMPETENCIES PASSED/NOT PASSED LISTING
SCHOOL : A1

STUDENT ID.	NAME (SCORES SELECTED) ..>	GR	MONEY (5)	VOCAB ULARY (5)	COMP. SHOP. (5)	TELEP DIRCT (5)	DICTI ONARY (5)	SCHE. DULE. (5)	NEWS PAPER (5)	RECI. PES.. (5)	INSTR UCTNS (5)	ADVER TISNG (5)	CHECK VERIF (5)	TOTAL PT.1. (5)	BUS.. LETTR (5)	..... FORMS (5)	TOTAL PT.2. (5)	TEST. TOTAL (5)
19(	N J	10	P	P	P	NP	P	P	P	P	P	P	P	P	P	P	NP	NP
191	RIE	10	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
203	ANE	10	P	P	NP	NP	P	P	P	P	P	P	P	P	P	P	P	P
251	E	10	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
385		10	NP	P	NP	NP	NP	NP	P	NP	NP	NP	NP	NP	NP	NP	NP	NP
210	EAN	10	P	P	NP	P	P	P	P	P	P	P	P	P	P	P	P	P
145	S L	10	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
198	KA	10	P	P	P	NP	P	P	P	P	P	P	P	P	P	NP	P	P
394	REG	10	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
307		10	P	NP	P	NP	P	P	P	P	NP	P	P	P	P	NP	P	P
411	II	10	NP	---	NP	NP	P	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP	NP
329		10	P	NP	P	P	P	P	P	P	P	P	P	P	P	P	P	P
195	ICH	10	NP	P	P	P	P	NP	P	P	P	P	NP	P	P	NP	P	P
196		10	---	---	---	---	---	---	---	---	---	---	---	---	P	P	P	INC
197	N	10	P	P	NP	P	P	P	P	P	P	P	P	P	P	NP	P	P
198	DOR	10	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
195	RIE	10	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
411		10	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
411		10	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
197		10	P	P	NP	P	P	P	P	P	P	P	NP	P	NP	NP	NP	NP
411		10	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
149	N M	10	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
227	GER	10	P	P	P	P	P	P	P	P	P	P	P	P	P	NP	P	P
196	ABE	10	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
197	ROL	10	P	P	NP	P	P	P	P	P	P	P	P	P	P	P	P	P
202	NN	10	NP	P	NP	P	P	P	P	P	P	P	P	NP	NP	NP	NP	NP
152	A	10	P	P	NP	P	P	P	P	P	P	P	NP	P	P	NP	NP	NP
196	XAN	10	P	P	P	NP	NP	P	P	P	P	P	P	NP	P	P	P	NP
196	CHR	10	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
207	NE	10	P	P	NP	P	NP	P	P	P	P	P	P	P	P	NP	NP	NP
136	D P	10	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
195	EY	10	P	P	NP	P	P	P	P	P	P	P	P	P	NP	NP	NP	NP
336	SCO	10	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
210		10	P	P	NP	NP	P	P	P	P	P	P	P	NP	NP	NP	NP	NP
343	-FI	10	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
201	LY	10	P	P	NP	NP	NP	NP	P	P	P	P	P	NP	P	NP	NP	NP
353	RME	10	NP	P	P	P	P	P	P	P	NP	P	P	P	P	P	P	P
203	RRE	10	P	P	P	P	NP	P	P	P	P	P	P	P	P	P	P	P
259	EE	10	P	P	P	NP	P	P	P	P	P	P	P	P	P	NP	P	P
412		10	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
410	AVA	10	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
411		10	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---
393	R	10	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P

STUDENT NAME AND ID NUMBER

SCORES SELECTED : 1-PASSED ONLY 2-FAILED ONLY 3-NOT TAKEN ONLY 4-FAILED & NOT TAKEN 5-ALL SCORES

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REPORT NO. 29N-3066 — MINIMUM COMPETENCIES PASSED/NOT PASSED LISTING — PAGE 7
SEATTLE SCHOOL DISTRICT NO. 1 — SCHOOL : A1 — 06/23/81
SEQUENCE : SCHOOL/GRADE/NAME

STUDENT ID. / NAME / (SCORES SELECTED)	GR	MONEY (5)	VOCAB ULARY (5)	COMP. SHOP. (5)	TELEP DIRCT (5)	DICTI ONARY (5)	SCHE. DULE (5)	NEWS PAPER (5)	RECI. PES.. (5)	INSTR UCTNS (5)	ADVER TISNG (5)	CHECK VERIF (5)	TOTAL PT.1. (5)	BUS.. LETTR (5)	FORMS (5)	TOTAL PT.2. (5)	TEST. TOTAL (5)
GR-TOTAL GRADED:		223	222	221	222	218	223	223	223	23	222	222	224	233	233	234	237
TOTAL PASSED:		204	208	163	175	188	204	214	203	214	215	203	180	211	152	174	147
PERCENT-PASSED:		91%	94%	74%	79%	86%	91%	96%	91%	96%	97%	91%	80%	91%	65%	74%	62%
TOTAL FAILED:		19	14	58	47	30	19	9	20	9	7	19	44	22	81	60	74
PERCENT-FAILED:		9%	6%	26%	21%	14%	9%	4%	9%	4%	3%	9%	20%	9%	35%	26%	31%
TOTAL ENROLLMENT:		288	288	288	288	288	288	288	288	288	288	288	288	288	288	288	288
TOTAL PASSED:		204	208	163	175	188	204	214	203	214	215	203	180	211	152	174	147
PERCENT-PASSED:		71%	72%	57%	61%	65%	71%	74%	70%	74%	75%	70%	63%	73%	53%	60%	51%
TOTAL FAILED:		19	14	58	47	30	19	9	20	9	7	19	44	22	81	60	74
PERCENT-FAILED:		7%	5%	20%	16%	10%	7%	3%	7%	3%	2%	7%	15%	8%	28%	21%	26%
TOTAL NOT TAKEN:		65	66	67	66	70	65	65	65	65	66	66	64	55	55	54	51
PERCENT-NT-TKN:		23%	23%	23%	23%	24%	23%	23%	23%	23%	23%	23%	22%	19%	19%	19%	18%
INCOMPLETE:		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	16
PERCENT-INC. :		0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	6%

SCORES SELECTED : 1-PASSED ONLY 2-FAILED ONLY 3-NOT TAKEN ONLY 4-FAILED & NOT TAKEN 5-ALL SCORES

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Appendix B (con't)

REPORT NO - 29N-3014
RUN DATE 12/16/81

SEATTLE PUBLIC SCHOOLS
815 4TH AVENUE NORTH
SEATTLE, WASHINGTON 98109

098 KINDERGARTEN PROFILE - FORM A - GRADE 00-31 - SPRING 1981

SCHOOL

CLASS LIST

RS = RAW SCORE P = PERCENTILE S = STANINE
GE = GRADE EQUIV ST = STANDARD SCORE

STUDENT NAME AND ID NUMBER	RS SOCIAL /EMOT/ DEVEL.	RS LANG./ DEVEL.	RS SPEECH	RS READNG	RS MATH	RS MOTOR/ DEVEL.	RS HEALTH	RS TOTAL SCORE
	3	3	3	2	2		3	2
	3	4	3	3	3	4	3	3
	3	3	3	4	4	3	3	3
	3	3	3	2	2	3	3	2
	4	5	5	4	4	3	5	4
	3	3		2	2	3	3	2
	3	3	3	3	4	3	3	3
	3	3	3	2	2	3	3	2
	3	3	3	3	3	3	3	3
	3	3	3	3	3	3	3	3
	3	3	3	3	3	3	3	3
	3	3	3	2	3	3	3	3
	3	2	3	2	2	3	3	2
	3	3	3	2	3	3		3
	2	2	2	1	1	3	3	1
	3	3	3	2	2	3	3	2
	3	4	4	3	3	3	3	4
	3	3	3	3	3	3	1	3
	3	3	3	2	2	3	3	3
	3	3		2	2	3	2	3
	50 20	50 20	50 18	20 20	50 20	50 19	50 19	50 20

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Appendix G

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REPORT NO - 29N-3015
RUN DATE 09/18/81

SEATTLE PUBLIC SCHOOLS
815 4TH AVENUE NORTH
SEATTLE, WASHINGTON 98109

098 KINDERGARTEN PROFILE — FORM A - GRADE 00-31 — SPRING 1981

SCHOOL 203 ARBOR HEIGHTS

SCORE DISTRIBUTION

RS	SOCIAL /EMOT/ DEVEL. FRQ	SOCIAL /EMOT/ DEVEL. P-AGE	LANG./ DEVEL. FRQ	LANG./ DEVEL. P-AGE	SPEECH FRQ	SPEECH P-AGE	READNG FRQ	READNG P-AGE	MATH FRQ	MATH P-AGE	MOTOR/ DEVEL. FRQ	MOTOR/ DEVEL. P-AGE	HEALTH FRQ	HEALTH P-AGE	TOTAL SCORE FRQ	TOTAL SCORE P-AGE	RS
5	2	100.0		100.0		100.0		100.0	7	100.0	15	100.0		100.0	7	100.0	5
4	7	93.5	10	100.0		100.0	8	100.0	7	100.0	15	100.0	7	100.0	7	100.0	4
3	10	70.9	13	67.7	25	100.0	13	74.1	10	77.4	14	51.6	26	100.0	16	77.4	3
2	8	38.7	5	25.8	3	19.3	6	32.2	3	19.3	2	6.4	5	16.1	6	25.8	2
1	4	12.9	3	9.6	3	9.6	4	12.9	3	9.6					2	6.4	1
NUMBER OF STUDENTS	31		31		31		31		31		31		31		31		

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REPORT NO - 29N-3014
RUN DATE 11/30/81

SEATTLE PUBLIC SCHOOLS
815 4TH AVENUE NORTH
SEATTLE, WASHINGTON 98109

514 CAT - LEVEL 14 - FORM C - GRADE 00-12 - SPRING 1981

SCHOOL 104 ECKSTEIN MIDDLE CLASS LIST

RS = RAW SCORE P = PERCENTILE S = STANINE
GE = GRADE EQUIV ST = STANDARD SCORE

STUDENT NAME AND ID NUMBER	GE VOCAB	P/S	GE READNG COMP	P/S	GE TOTAL READNG	P/S	GE SPELL	P/S	GE LANG MECH	P/S	GE LANG EXPRES	P/S	GE TOTAL LANG	P/S	GE MATH COMP	P/S	GE MATH CONC/ APPLI	P/S	GE TOTAL MATH	P/S	GE REFER SKILLS	P/S
	31	99 9	27	99 9	30	99 9	20	99 9	23	99 9	18	99 9	20	99 9	24	99 9	22	99 9	19	99 9	26	99 9
	39	99 9	34	99 9	37	99 9	30	99 9	23	99 9	34	99 9	30	99 9	44	99 9	31	99 9	37	99 9	29	99 9
	35	99 9	35	99 9	36	99 9	57	99 9	25	99 9	26	99 9	27	99 9	40	99 9	32	99 9	36	99 9	26	99 9
	24	99 9	39	99 9	34	99 9									37	99 9	34	99 9	36	99 9		
							14	99 9	16	99 9	14	99 9	13	99 9							26	99 9
	26	99 9	34	99 9	32	99 9	26	99 9	35	99 9	35	99 9	35	99 9	59	99 9	46	99 9	52	99 9	35	99 9
	38	99 9	43	99 9	40	99 9	38	99 9	56	99 9	40	99 9	44	99 9	36	99 9	39	99 9	37	99 9	33	99 9
	36	99 9	35	99 9	36	99 9	38	99 9	44	99 9	38	99 9	39	99 9	74	99 9	49	99 9	58	99 9	40	99 9
	39	99 9	29	99 9	36	99 9	57	99 9	25	99 9	24	99 9	26	99 9	48	99 9	41	99 9	45	99 9	31	99 9
	33	99 9	25	99 9	30	99 9	26	99 9	37	99 9	34	99 9	35	99 9	57	99 9	34	99 9	45	99 9	29	99 9
	(29)	99 9	39	99 9	36	99 9	24	99 9	37	99 9	29	99 9	33	99 9	45	99 9	36	99 9	40	99 9	45	99 9
		99 10		99 10		99 10		99 10		99 10		99 10		99 10		99 10		99 10		99 10		99 10

The GE is the grade equivalent column. You need to add the decimal by placing it one digit over from the right - creating the tenth's place. Thus, the number above which has been circled (29) would become 2.9 and would be read as "This student performs on the level 14 CAT subtest of vocabulary as would a student nine-tenths of the way through the second grade".

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SEATTLE WEEKLY NEWSPAPERS

ARGUS
Editor: Liz Schensted
Deadline: Fri. for following Fri.
2312 Third Ave.
Seattle, WA 98121 (682-1212)

BALLARD NEWS TRIBUNE
Editor: Steve Copley
Deadline: Wed. for following Wed.
2208 N.W. Market #101
Seattle, WA 98107 (783-1244)

BEACON HILL NEWS
Editor: Terry McGuire
Deadline: noon Fri. for Wed.
2720 S. Hanford St.
Seattle, WA 98144 (723-1300)

CAPITOL HILL TIMES
Editor: Dennis Law
Deadline: 5 p.m. Fri. for Wed.
1605 12th Ave.
Seattle, WA 98122 (323-5777)

FACTS
Editor: Fitzgerald Beaver
Deadline: Mon. for Wed.
Street Address: 2765 E. Cherry
Mailing Address: P.O. Box 22015
Seattle, WA 98122 (324-0552)

MEDIUM
Editor: Connie Cameron
Deadline: 4 p.m. Fri. for Wed.
Street Address: 2600 S. Jackson
Mailing Address: P.O. Box 22047
Seattle, WA 98122 (323-3070)

• OUTLOOK
Editor: Kelly Grobecker
Deadline: 5 p.m. Wed. for following Wed. (flexible--talk with editor)
4710 University Way N.E.
Seattle, WA 98105 (522-9505)

QUEEN ANNE-MAGNOLIA NEWS
Editor: Anita Weier
Deadline: 5 p.m. Fri. for Wed.
225 W. Galer
Seattle, WA 98119 (282-0900)

SEATTLE SUN
Editor: John Stamets
Deadline: Thurs. noon for Wed.
524 15th Ave. E.
Seattle, WA 98112 (322-6700)

SOUTH DISTRICT JOURNAL
Editor: Terry McGuire
Deadline: noon Fri. for Wed.
2720 S. Hanford Street
Seattle, WA 98144 (723-1300)

• UNIVERSITY HERALD
Editor: Kelly Grobecker
Deadline: 5 p.m. Wed. for following Wed. (flexible--talk with editor)
4710 University Way N.E.
Seattle, WA 98105 (522-9505)

WEEKLY
Editor in Chief: David Brewster
Managing Editor: Susan Perzer
Deadline: Tues. for Wed. of following week (flexible)
85 S. Washington St.
Seattle, WA 98104 (623-3702)

WEEK'S END
North End News
P.O. Box 977
Lynnwood, WA 98036

x WEST SEATTLE HERALD
Editor: Terry Finn
Deadline: Mon. noon for Wed.
3239 California Ave. S.W.
Seattle, WA 98116 (932-0300)

x WHITE CENTER NEWS
Editor: Terry Finn
Deadline: Mon. noon for Wed. (mail news to West Seattle Herald)
10033 13th S.W.
Seattle, WA 98106 (767-3350)

#
• Same Publisher
x

1/82

PLANNING WORKSHEETS

STEP 1B
IDENTIFYING PARTICIPANTS AND TARGET AUDIENCES*
SCHOOL-BASED PLAN WORKSHEET 1

Complete the worksheet on the next page in terms of how people in your school community influence, or will be influenced by, school improvement planning and its outcome. For each function, put a number in the box that matches a position with the appropriate kind of influence. For example, if your local PTA should participate in determining improvement objectives, put a 4 in the column for parent groups.

The various kinds of influence are described below:

Code No.

1. NO INFLUENCE: In a healthy project, it should be understood that some people cannot logically participate or do not need to be involved in certain planning functions. Thus, they have no influence on the function.

2. SHOULD BE INFORMED: The position will be affected in some way by the planning and should know about the planning so that action can be taken.

3. SHOULD BE CONSULTED: The position should be given the opportunity to influence the process of arriving at the plan. The position should be consulted early enough in the process so that the information can make a genuine difference in the final plan.

4. SHOULD PARTICIPATE: The position should take part in developing the plan. At least a majority of these positions should agree before the plan is final.

5. MUST GIVE APPROVAL: This position has to approve the improvement plan. Thus, approval must be obtained from this position before a plan can be implemented.

6. OTHER: If there is a special kind of influence which does not fit the above descriptions, specify the nature of that influence.

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* This was adapted from materials in the Principals Inservice Manual, a publication of the Charles F. Kettering Foundation.

IDENTIFYING PARTICIPANTS AND TARGET AUDIENCES (CONTINUED)
SCHOOL-BASED PLAN WORKSHEET 1

Using the following code, identify those members of the school community who will be affected by school improvement planning:

1. No influence
2. Should be informed
3. Should be consulted
4. Should participate
5. Must give approval
6. Other: Specify _____

List the planning steps	Teachers	Parents	Parent Groups	Community Representatives	Auxiliary Staff	Department Heads	Principal	Vice Principals	Students	Other
Example: Perform Needs Assessment	3	2	3	3	3	3	5	3	3	
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										
16.										

STEP 2A
GENERAL DESCRIPTION OF PROBLEM
SCHOOL-BASED PLAN WORKSHEET 2

Write a narrative description of the problems. Pretend that the description is to explain the problem to someone who knows little or nothing about Seattle schools. Include the major points in each of the three areas: academic achievement, climate/discipline, and two-way communication.

STEP 2B
NEEDS ASSESSMENT INSTRUMENT
SCHOOL-BASED PLAN WORKSHEET 3

Please check the appropriate box:

Student ☐ Staff ☐ Citizen ☐

IMPROVED ACADEMIC ACHIEVEMENT	Yes	No	Don't Know
1. Students are academically prepared for the next grade level by the end of the school year.	( )	( )	( )
2. Students are enthusiastic about learning.	( )	( )	( )
3. The amount of emphasis placed on improving basic skils is appropriate.	( )	( )	( )
4. The principal provides strong instructional leadership.	( )	( )	( )
5. Clear expectations are communicated to staff members.	( )	( )	( )
6. All staff members are aware of the mission of the school.	( )	( )	( )
7. Ongoing assessment of student progress is being conducted at this school.	( )	( )	( )
8. Remedial programs are successful in ensuring that students are achieving at grade level.	( )	( )	( )
9. The District-wide curriculum is followed at this school.	( )	( )	( )
10. The District-wide curriculum is useful.	( )	( )	( )
11. The principal spends aproximately 1/2 of his or her time in classroom observation.	( )	( )	( )
12. The principal offers consultation to teachers with specific deficiencies in their instructional methods.	( )	( )	( )
13. District curriculum materials are consistently used in this school.	( )	( )	( )
14. Support is available for staff members who want assistance with students needing remediation.	( )	( )	( )

Comments:

SCHOOL CLIMATE	Yes	No	Don't Know
1. Students and staff enjoy being at this school.	( )	( )	( )
2. The principal provides a supportive environment for staff.	( )	( )	( )
3. There is disruptive behavior in the classroom.	( )	( )	( )
4. Racial tension exists at this school.	( )	( )	( )
5. Teachers have high expectations for students.	( )	( )	( )
6. The building is repaired and maintained as needed.	( )	( )	( )
7. There are serious fights among students.	( )	( )	( )
8. The principal is available to discuss issues and problems with staff members.	( )	( )	( )
9. There are established mechanisms to prevent discipline problems.	( )	( )	( )
10. The staff at this school functions as a team.	( )	( )	( )
11. There are useful staff meetings.	( )	( )	( )
12. Staff members influence school-wide decisions.	( )	( )	( )
13. The staff is rewarded for competence.	( )	( )	( )
14. Students verbally and physically assault staff members.	( )	( )	( )
15. Disciplinary actions are fair and equitable for students.	( )	( )	( )
16. Students in special programs (Special Education, Title I, Bilingual, Categorical programs) have equal opportunity to participate in all school programs.	( )	( )	( )

	Yes	No	Don't Know
17. At this school, responsibility is assumed for all members of the school staff for all students regardless of ability or background.	( )	( )	( )

Comments:

TWO-WAY COMMUNICATIONS

1. Parents understand what is expected of students.	( )	( )	( )
2. The community newspaper publishes supportive articles about the school.	( )	( )	( )
3. The community's perception of the school is negative.	( )	( )	( )
4. The principal maintains contact with civic groups in the area.	( )	( )	( )
5. Parents of bused students are encouraged to participate in school activities.	( )	( )	( )
6. There is a formal parent group (PTSA, PTO, etc.) at this school.	( )	( )	( )
7. This school has active parental involvement.	( )	( )	( )
8. The community's attitude about the school is discussed at staff meetings.	( )	( )	( )
9. Parents and non-parents complain about the school to the principal.	( )	( )	( )
10. At this school there are established mechanisms for communication with parents and community members.	( )	( )	( )

	Yes	No	Don't Know
11. Staff members attend formal parent group meetings.	( )	( )	( )
12. There are regular community activities in the school.	( )	( )	( )
13. Parents are welcome at the school at any time.	( )	( )	( )

Comments:

STEP 2C
NEEDS ASSESSMENT
SCHOOL-BASED PLAN WORKSHEET 4

Superintendent's Goal Area: _____

In column 1 identify the existing situation that reflects problems requiring attention. (This same information should be recorded in column 1 of the plan form on page xv of the memorandum to principals and program managers.) In column 2 specify what the school's expectations are for students and the school program. In column 3 explain why these problems exist. (This should be listed in column 2 of the plan form on page xv of the memorandum to principals and program managers.)

1 Existing conditions requiring attention (to page xv)	
2 Desired future conditions	
3 Causes of the conditions (to page xv)	

STEP 3
LISTING OBJECTIVES
SCHOOL-BASED PLAN WORKSHEET 5

Use the space below for developing objectives.

Desired future conditions:

Objectives: (The objectives developed here should be transferred to the form on page xix of the memorandum to principals and program managers, and should be submitted as part of the school plan.)

STEP 3
MEASURING IF AN OBJECTIVE HAS BEEN MET
SCHOOL-BASED PLAN WORKSHEET 6

Objective:

Evaluative Measures: (The measures developed here should be transferred to the form on page xix of the memorandum to principals and program managers, and should be submitted as part of the school plan.)

STEP 4
LISTING ALTERNATIVE STRATEGIES
SCHOOL-BASED PLAN WORKSHEET 7

List as many strategies as the planning committee can brain storm for each objective.

The Objective:

Suggested Alternative Strategies:

STEP 5
ANALYZING ALTERNATIVE STRATEGIES*
SCHOOL-BASED PLAN WORKSHEET 8

Superintendent's Goal Area: _____

Evaluate each strategy on the criteria listed in the columns 1-6. In column 7 indicate the committee's decision on whether or not to use the strategy.

	Strategies			
	#1	#2	#3	#4
1 Resources Available Yes/No				
2 Effec-tiveness Hi/Med/Low				
3 Appropriate Yes/No				
4 Cost Efficient Yes/No				
5 Meets District Guidelines Yes/No				
6 List Pos/Neg Side Effects				
7 Use Strategy Yes/No				

* Strategies that are selected should be listed on the form for submitting a plan (page xix of the memorandum to principals and program managers).

1. Strategy

List of Ac

2. Strategy

List of Ac

3. Strategy

List of Ac

STEP 7

LISTING ACTIVITIES TO AC
SCHOOL-BASED PLAN

ivities

ivities

ivities

OMPLISH STRATEGIES
WORKSHEET 9

STEP 7B
IMPLEMENTATION SCHEDULE
SCHOOL-BASED PLAN WORKSHEET 10

1982-83

Activity	September '82 13,20,27	October '82 4,7,18,28	November '82 1,8,15,22,29	December '82 6,13,20,27	January '83 3,10,17,24

STEP 7B
IMPLEMENTATION SCHEDULE
SCHOOL-BASED PLAN WORKSHEET 10 (CONTINUED)

1982-83

Activity	February '83 7,14,21,28	March '83 7,14,21,28	April '83 4,11,18,25	May '83 2,9,16,23,30	June '83 6,13

STEP 7C
IMPLEMENTING THE PLAN*
SCHOOL-BASED PLAN WORKSHEET 11

Significant Activities in Project	Who Will Lead?	Who Will Participate?	Starting Date	Completion Date	Principal's Involvement In Each Event

* The source of this document is the Principals Inservice Manual, a Charles F. Kettering Foundation publication